



INSTRUCTIONAL PACKAGE

HIS 202

American History: 1877-Present

Fall 2019, Spring 2020, Summer 2020

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: Fall 2019, Spring 2020, Summer 2020

COURSE PREFIX: HIS 202

COURSE TITLE: American History 1877-present

CONTACT HOURS: 3

CREDIT HOURS: 3

RATIONALE FOR THE COURSE:

This course is designed to introduce students to the origins of American culture from the period of the Reconstruction on, including the Gilded Age, America's emergence as a world power, the Populist and Progressive eras, the Great Depression, and America's post-war growth through the Cold War. Through this introduction, students will gain a greater appreciation and understanding of today's society. Students will learn to read for comprehension and demonstrate the ability to fashion individual interpretation of historical data.

COURSE DESCRIPTION:

This course is a survey of U.S. history from 1877 to the present. This course includes political, social, economic, and intellectual developments during this period.

PREREQUISITES: (COMPASS Reading 85 and COMPASS Writing 78) or (ACCUPLACER Reading Comp 075 and ACCUPLACER Sentence Skills 081) or (New ACCUPLACER Reading Comp 250 and New ACCUPLACER Sentence Skills 250) or (COMPANION Reading 075 and COMPANION Sentence Skills 081) or SAT Critical Reading 480 or (ACT English 19 and ACT Reading 19) or (Credit level [ENG 100](#) Minimum Grade of C* or Credit level [ENG 155](#) Minimum Grade of C or Credit level [ENG 155](#) Minimum Grade of TC or Credit level [ENG 101](#) Minimum Grade of C or Credit level [ENG 101](#) Minimum Grade of TC) or (Multiple Measures English 1)

REQUIRED MATERIALS:

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE](#).

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

ADDITIONAL REQUIREMENTS:

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials.

WaveNet and D2L email access.

STUDENT IDENTIFICATION VERIFICATION

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

CLASSROOM ETIQUETTE:

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit [Online Netiquette](#).

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

Specific chapters, depth of coverage, organization of the units, and assessment tools may vary from instructor to instructor.

***Please see the Instructor's Course Information Sheet for information on how the Instructor will organize the textbook materials, and what assessment methods he/she will use to assess student progress through these established Course Learning Outcomes.**

STUDENT COURSE LEARNING OUTCOMES

1. **Synthesize** historical events, individuals, societies, issues, and theories in American history from Reconstruction to Present.
2. **Analyze** historical events, individuals, societies, issues, and theories in American history from Reconstruction to Present.
3. **Participate** in group discussions on historical issues, individuals, and/or events in American history from Reconstruction to Present.
4. **Write** research-based collaboratives, inquiries, and written assignments using library resources including computer data bases and search engines.
5. **Integrate** important and relevant current events into the context of American history from Reconstruction to Present.
6. **Use** a variety of historical maps in synthesizing and analyzing American history from Reconstruction to Present.
7. **State** factually based opinions about individuals, issues and events in American history Reconstruction to Present.
8. **Define** and use historical terms relative to American history from Reconstruction to Present.

9. **Identify** major political, religious, and social figures in American history from Reconstruction to Present.
10. **Explain** causes, results, and implications of major events in American history from Reconstruction to Present.
11. **Question** the past, the present, and the future of American Civilization and state an opinion about the reasons WHY the forces of events and individuals make history.
12. **Foster** character growth by listening, reading, following instructional guidelines and by team sharing.

UNIT ONE: IMPLICATIONS OF RECONSTRUCTION, THE WEST, AND THE INDUSTRIALIZATION OF AMERICA

1. Explain the impact and implications of Reconstruction and describe the economic, social and political conditions following the Civil War.
2. Describe the geography of the American West and the implications of geographic conditions and westward expansion.
3. Describe the transition from a rural nation to an urban nation.
4. Describe the growth of railroads, their impact on transportation, industrialization, and urbanization.
5. Describe the destruction of American native culture and society from the 19th to 20th centuries.
6. Explain the causes for the growth of American industry and business.
7. Identify the “captains of industry” and the contributions and controversies they brought to American economic, social, and political life.
8. Explain the origins of the labor reform and labor unions.
9. Explain the concept of Social Darwinism and apply that concept to the growth of American identity and the industry.
10. Explain the “new immigration” and the societal impact and implications of the new immigration on American economy, society, and politics.

UNIT TWO: AMERICAN SHIFT IN FOREIGN POLICY, PROGRESSIVISM

1. Compare and contrast the policies of Continentalism and the New Manifest Destiny.
2. Describe the growth of American military power in the late 19th, 20th & 21st centuries.
3. Describe American involvement in the Caribbean, the Pacific, and South America in the late 1800's.
4. Explain the interrelationship of Social Darwinism, New Manifest Destiny, and the conflicting policies of isolation and non-involvement in American foreign policy.
5. Explain the concept of Yellow journalism and describe its relationship to historical events from the 19th to 21st centuries.
6. Describe the causes and the results of the Spanish-American War.
7. Explain the Populist and the Progressive Movements.
8. Describe the emergence of Progressive legislative initiatives and the efforts of Theodore Roosevelt, William H. Taft, and Woodrow Wilson to define the Progressive Movement.
9. Explain the growth of the executive branch of government and the American Presidency under Theodore Roosevelt.
10. Compare and contrast the domestic and the foreign policies of the Progressive Presidents.

UNIT THREE: WORLD WAR I, THE JAZZ AGE, AND THE GREAT DEPRESSION

1. Explain the origins of World War I in Europe and the implications for the United States.
2. Analyze American response and attitudes toward the Great War prior to 1917.
3. Explain the causes and the results of World War I.
4. Explain the involvement of the United States as both a neutral power and an associated power in World War I.
5. Describe Woodrow Wilson's Fourteen Point Peace Plan.
6. Explain the return to isolationism and the failure of the Versailles Treaty and the rejection of the United States to the League of Nations.
7. Describe the social, economic, and political conditions of the United States during the Jazz Age.
8. Analyze the causes and the results of the Stock Market Crash and the Great Depression.
9. Explain Franklin Roosevelt's philosophy and the New Deal.
10. Describe the initiatives instituted as part of the New Deal.
11. Evaluate FDR's efforts to bring relief, recovery, and reform (the three "R's") to the nation during the 1930's.

UNIT FOUR; WORLD WAR II, CIVIL RIGHTS MOVEMENT, THE COMMUNIST THREAT, AND THE NEW CENTURY

1. Describe the emergence of communism, fascism, and Nazism in Europe.
2. Describe American reaction to the growing threat of Nazism in Europe and Japanese incursions in the Far East.
3. Explain the shift in American foreign policy from neutrality to involvement in World War II.
4. Explain the causes and the results of World War II.
5. Describe American policy and the relationship of U.S. policy makers in working with the Allies in World War II.
6. Explain the decision to use the atomic bomb and end the Second World War.
7. Describe the origins and international crises of the Cold War.
8. Describe American social, economic, and political life from the 1950's through the twentieth century.
9. Explain the Red Scare of the 1950's and the implication of the Red Scare on society.
10. Describe U.S. involvement in Korea and Vietnam.
11. Trace the Civil Rights Movement from "Jim Crow", Plessy V. Ferguson through the Montgomery Bus Boycott, the emergence of Dr. M. L. King, and the culmination of the Civil Rights Acts of 1964 and 1965.
12. Explain the origins of the Cuban Missile Crisis.
13. Explain the causes, the results, and the implications of the War in Vietnam.
14. Explain the causes of the Watergate Scandal and the subsequent resignation of President Nixon.
15. Analyze American culture including political, economic, and social changes from the 1960's to the 21st century.
16. Assess leadership styles and policies of American Presidents from 1877 to present.

UNIT ONE TO FIVE:

1. Relate past events and historical personalities to current events.
2. Develop and state an opinion about a historical figure, event or controversy.
3. Incorporate current events as they relate to course competencies.

4. Participate in group activities.
5. Research and write an analytic paper on a specific event or individual.
6. Differentiate primary and secondary sources.
7. Define the terms cultural relativism and ethnocentrism.

****Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

****Students, for the specific number and type of evaluations, please refer to the Instructor’s Course Information Sheet.***

GRADING SYSTEM:

All tangible measurements used for assessment of student course learning outcomes are at the discretion of the instructor and should be specifically outlined by the instructor. Suggested methods appropriate for this course can include but are not limited to the following: discussion questions, assignments, portfolios, written comprehensive exams, papers and group projects.

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS

Grade Evaluations

Final grade averages include the following:

Exams:	40-60%
Quizzes, Papers, Projects:	20-60%
Participation:	0-10%
Discussion/Assignments:	<u>20-60%</u>
Total Must Add up to	100%

****Students, for the specific number and type of evaluations, please refer to the Instructor’s Course Information Sheet.***

GRADING SYSTEM:

Please note the College adheres to a 10 point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below. You must have your Dean’s approval if changes in the scale are made.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

Part V: Student Resources



The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

- 1. Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills**.
- 2. On-line student success and academic support resources.**

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455 or go to the [Online Resource Center](#) to access on-demand resources any time.



Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC:** General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: [Wavenet Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

Student Testing:

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNOW, our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

Disability Services:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Beth Havens, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

Statement of Equal Opportunity/Non-Discrimination Statement

Horry-Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

Inquiries regarding the non-discrimination policies: Students and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs, Dr. Melissa Batten, VP Student Affairs, Title IX Coordinator, Building 1100, Room 107A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5228, Melissa.Batten@hgtc.edu. Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources, Jacquelyne Snyder, VP Human Resources, Section 504, Title II, and Title IX Coordinator, Building 200, Room 212A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, Jacquelyne.Snyder@hgtc.edu.

Title IX Requirements

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college’s Chief Student Services Officer, campus law enforcement, or with the college’s Title IX Coordinator, or designee.

*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

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<p>Dr. Melissa Batten, VP Student Affairs <i>Title IX Coordinator</i></p> <p>Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228</p>	<p>Jacquelyne Snyder, VP Human Resources <i>Section 504, Title II, and Title IX Coordinator</i></p> <p>Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu</p>

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