Ohio Articulation Number (OAN)  
Course Submission Form  
2005-2006

College/University  Lakeland Community College

Course(s) Submitted (Title & Course #)  HIST 2100 U.S. History I: for Colonization through Reconstruction and HIST 2200 U.S. History II: From the Industrial Revolution through World War II

Ohio Articulation Number  OAH 043

Date  October 13, 2006  Course  2  of a  1 Course OAN mapping.

Name and title of individual submitting on behalf of the college/university

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Title  Associate Provost  Assistant Professor of History

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Phone  (440) 525-7828

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Credit Hours  3  qtr  X  sem

Lecture Hours  3

Laboratory Hours  (if applicable)

Pre-Requisites(s)  Course work  (if applicable)

Placement Score (if applicable)  
(Name of test)  
(Domain)  (Score)
Catalog/Course Description (Includes Course Title and Course #)

HIST 2100 U.S. History I : Colonization through Reconstruction:

This in-depth course examines the factors, from the sixteenth through the third quarter of the nineteenth century, which resulted in the creation of the unique American civilization. The course emphasizes the interaction between the American demographical and geographical environment, and the cultural influence of European colonists along with African contributions. It also focuses on the political, economic, cultural, and social developments that brought about the Civil War and attempts at Reconstruction.

HIST 2200 U.S. History II: From the Industrial Revolution through World War II

This in-depth course traces the development of the United States from the inception of the Industrial Revolution following the Civil War through the conclusion of the Second World War. It examines those components that transformed the United States into a world power and the changes in the role and position of the government in the lives of its people and institutions.

Texts/Outside Readings/Ancillary Materials


Course Objectives and/or Plan of Work

HIST 2100 U.S. History I : Colonization through Reconstruction

GENERAL COURSE GOALS:
This course provides an examination of the multi-cultural origins and development of the American civilization from its formation through the conclusion of the Civil War Era. Emphasis will be placed on the economic, cultural, political, and intellectual components that made this development unique. The course also develops students' ability to analyze historical information from various perspectives and develop a defense for a particular position.

COURSE OBJECTIVES:

Upon completion of the course, the student should be able to:

1. Describe the three dominant cultures that helped shape the American Civilization and explain why they clashed with each other.

2. Identify the Native American cultural elements that distinguished these people from Europeans on a fundamental level.

3. Identify the ethical assumptions behind the European wars against native groups and why those wars were designed to remove
and/or exterminate natives.

4. Compare and contrast the different forms and methods of colonization, from national through joint stock companies.

5. Discuss the development of a British system of colonial governance from its origins in Ireland to North America.

6. Discuss the development of a unique American culture by 1850.

7. Enumerate the causes and phases of the European national struggle for dominance in America that paved the way for American independence.

8. Summarize the causes of the American Revolution and explain why it occurred when it did.

9. Defend either the American Loyalist or Rebel position in the debates over Independence.

10. Explain why American Independence did not necessarily mean unity.

11. Defend either the Federalist or Anti-Federalist position in the Constitutional Convention.

12. Identify and discuss the major components of Alexander Hamilton's economic program for the United States.

13. Explain how the early American leaders used the country's unique position in the world to gain substantial foreign policy advantages.

14. Describe how President Thomas Jefferson and the Republican-Democratic Party, in the first three decades of the nineteenth century surpassed the Federalist domestic policies in strengthening and expanding the country.

15. Summarize the growth and development of the American culture and economy prior to the Civil War that laid the basis for the future industrial revolution.

16. Explain the causes for American expansion to the Pacific Coast.

17. Paraphrase either side of the slavery argument in the United States in the two decades prior to the Civil War.

18. Describe why slavery in the American Hemisphere was "peculiar".

19. Enumerate the causes of the American Civil War.

20. Explain the reasons why the North won the Civil War and the South lost their war of secession.

21. Explain the legacies of the Civil War, politically, economically, and culturally.
22. Summarize the Radical and Conservative positions on Reconstruction.


HIST 2200 U.S. History II: From the Industrial Revolution through World War II

GENERAL COURSE GOALS:
This course will examine those trends, political, economic, demographic, cultural, intellectual, and diplomatic that shaped modern America as it emerged as a world power.

COURSE OBJECTIVES:
Upon completion of the course, the student should be able to:

1. Explain how Americans settled and exploited the western frontier, turning it into a vast economic resource for the nation.

2. Discuss why and how the Frontier was "romanticized".

3. Identify the causes for and the techniques used to remove Plains Native American from the path of settlement.

4. Generalize about the causes of the American Industrial Revolution and the rise of Corporate America.

5. Describe the demographic, political, economic, and cultural changes in urban America that resulted from the Industrial Revolution.

6. State the reasons for the decline in the office of the presidency following the end of the Civil War.

7. Trace the rise of nativism and how the new immigrants shaped American society.

8. Identify the causes and origins of American imperialism.

9. Explain how the industrial revolution led America to expand its role in the world by the turn of the century.

10. Discuss the origins of the progressive movement.

11. Describe the efforts of progressive reformers to influence and shape American society in the first two decades of the twentieth century.

12. Explain how the United States became involved in the First World War after it started and why this was necessary.

13. Generalize about the causes for the growth in presidential and executive power in the United States during the first five decades of the twentieth century.
14. Explain why America's participation in the First World War led to an intensification of isolationism that affected the preparedness for World War II.

15. Identify the fundamental changes in American society in the decade following the end of the First World War.

16. Discuss America's attitude toward minorities in the first half of the twentieth century.

17. Identify the causes of the Great Depression and the Stock Market Crash.

18. Describe the goals and means of the New Deal to address the economic consequences of the depression.

19. Trace the events that led the United States into the Second World War.

20. Describe the transformation of American society and economy during the Second World War.

21. Explain how America's contributions to the struggle in World War II transformed the society for the post war world.

22. Identify the major legacies of the Second World War for American society.

**Description of Assessment and/or Evaluation of Student Learning**

**Grading:** Your final grade will be based on a variety of factors. The breakdown for the course is as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Exam 1</td>
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<tr>
<td>Exam 2</td>
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<tr>
<td>Final Exam</td>
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<tr>
<td>Essays/Worksheets</td>
<td>20%</td>
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<tr>
<td>Quizzes</td>
<td>20%</td>
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100%

The grading system will follow the standard A-F scale. The breakdown is as follows:
A: 100-90; B: 89-80; C: 79-70; D: 69-60; F: 59-0.

**Exams:** There will be three scheduled exams during the course of the semester. The exams will each be worth 20% of the overall class grade, and the final will not be comprehensive. The exams will be a combination of multiple choice, ID, and essay taken from both the lectures and the text. One week before each exam, the students will be given a list of 6 essays that may appear on the test. From those 6 essays, 2 will be chosen for each test, and students will then have to answer one. You will have the
full class time to take each exam, and 2 hours for the final.

Makeup tests will only be given with a valid written excused absence, and must be taken within five school days of the original exam date (the instructor may change this date when warranted). With the exception of emergencies, the instructor should receive notice of a makeup one (1) hour before the start of the exam. All make-up exams are in essay format. Once exams have been returned to the class, no makeups will be given. Students who miss an exam without notifying the professor will fail the class.

Quizzes: Quizzes are worth 20% of the class grade, and students will take five quizzes throughout the semester. Quizzes are not designed to penalize, but to make you review your notes and the texts on a regular basis. Quizzes can be any combination of multiple choice, fill-in-the-blank, short answer, or short essay. Some quizzes will be taken individually, some will be taken in groups. There are no make-ups for quizzes.

Written Assignments: Students will be required to complete a series of textbook worksheets and write a short essay based on primary documents during the semester that will count as the final 20% of the class grade. Further information on the “how to’s” of writing a solid, analytical paper will be distributed later in the semester. Late papers will only be accepted with a valid written excuse, and all late papers will be penalized.

Master Syllabi and Working Syllabi (if both are used)

Syllabus: U.S. History: From the Industrial Revolution through World War II
HIST 2200 - 11218
Fall Semester, 2006

Instructor: Dr. Matthew Hiner
Class Times: M-W: 11:00-12:15, C-3080
Office Hours: M, T, W, Th, 10:00-11:00; T-Th, 12:30-2:00; M, 1:45-2:45; W, 1:45-3:45; and by appointment, B-2039
Phone: 440-525-7545
Email: mhiner@lakelandcc.edu


Course Description: This American history survey covers the period from the end of Reconstruction to the conclusion of World War II. Throughout the course of the semester, we will examine the evolving political, economic, and social aspects that have shaped the United States as we know it today. During the late 19th century, the basic fabric of American society underwent a dramatic shift from agriculture to industry, fueled by new technologies and an influx of immigrants from Eastern and Southern Europe, as well as Asia and Latin America. The late 1800s also witnessed the rise and fall of the Populists, the emergence of the U.S. as an imperial power, and
the birth of Progressivism.

America assumed and then rejected the mantle of world leadership in the early twentieth century, sparking involvement in the First World War but rejection of the League of Nations. The 1920s brought great social change to America, while the Great Depression changed the fundamental nature of how people and government would interact, creating issues that still cause debate among Americans. The close of the 1930s saw the advent of World War II in Europe and Asia, and by 1941 the US had become involved in the most destructive conflict in the history of mankind.

How Americans managed (or failed to manage) these problems is an engrossing story of a nation in search of identity, intention, and equality. In this course, students will be expected to synthesize these developments, evaluate their importance, and trace the changes and contradictions that have marked American history during the last 135 years.

Course Outcomes: This course will provide students with an overview of the major historical developments from Reconstruction to the present through lectures, readings, discussions, examinations, and writing. By the end of the semester, students will have a solid understanding of the history of recent America and the issues that helped shape our current culture, economic status, and political landscape. Students will also have a developed ability to better understand and articulate diverse historical interpretations.

Attendance: Attendance is required to receive a passing grade in this class. Students will be expected to participate in class discussions and any changes in the class or syllabus will be made verbally or by email during the semester. Conforming with these alterations will be the student’s responsibility, so check your Lakeland email on a regular basis.

I strongly encourage you not to miss class, as some in-class material will go into much greater detail than the text, and most exam material will be derived from the lectures. Students may also be expected to participate in group assignments given throughout the semester, and completing these exercises is the student’s responsibility.

Grading: Your final grade will be based on a variety of factors. The breakdown for the course is as follows:

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The grading system will follow the standard A-F scale. The breakdown is as follows: A: 100-90; B: 89-80; C: 79-70; D: 69-60; F: 59-0.

Exams: There will be three scheduled exams during the course of the semester. The exams will each be worth 20% of the overall class grade, and the final will not be
comprehensive. The exams will be a combination of multiple choice, ID, and essay taken from both the lectures and the text. One week before each exam, the students will be given a list of 6 essays that may appear on the test. From those 6 essays, 2 will be chosen for each test, and students will then have to answer one. Essays are designed to help students explain the cause, effect, and relevance of specific historical events within a broader historical context and allow students to apply basic historical concepts, methodologies, and approaches they have learned in class. You will have the full class time to take each exam, and 2 hours for the final.

Makeup tests will only be given with a **valid written excused absence**, and must be taken within five school days of the original exam date (the instructor may change this date when warranted). With the exception of emergencies, I should receive notice of a makeup one (1) hour before the start of the exam. All make-up exams are in essay format. Once exams have been returned to the class, *no makeups will be given.* Students who miss an exam without notifying the professor will fail the class.

**Quizzes:** Quizzes are worth 20% of the class grade, and students will take five quizzes throughout the semester. Quizzes are not designed to penalize, but to make you review your notes and the texts on a regular basis. Quizzes can be any combination of multiple choice, fill-in-the-blank, short answer, or short essay. Some quizzes will be taken individually, some will be taken in groups to help students articulate historical arguments in a variety of forms of communication. *There are no make-ups for quizzes.*

**Written Assignments:** Students will be required to write a series of short essays throughout the semester that will count as the final 20% of the class grade. These assignments will require students to apply critical thinking to a variety of primary and secondary resources provided by the textbook publisher. Further information on the “how to’s” of writing solid, analytical papers will be distributed later in the semester. Late papers will only be accepted with a **valid written excuse**, and all late papers will be penalized.

**Withdrawal:** The last day to withdraw from this course with a “W” is 10/28. Incompletes will be given only in extreme circumstances.

**Plagiarism:** Plagiarism is the use of another’s ideas, information, or words without properly citing the source. Attempting to present the work of a fellow student or published author as your own is a serious academic offense. Plagiarism in this class will result in an automatic “F” for that assignment, and possible failure in the class. If you have any concerns or questions, consult the college catalog. Cheating on any exam will also result in an automatic “F” for the course.

**Class Schedule:** Listed each week are the corresponding chapters you will need to read in the required texts. You will quickly notice that not all material in the text will be covered in class. In addition, some information discussed in the lectures will go into much more detail than the text. *You will not be productive in this course if you*
rely exclusively on one or the other - it is the student's responsibility to procure material from both readings and lectures. I strongly recommend you keep up in your readings to have a better perspective on the material presented in class.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
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<tr>
<td>Week 1</td>
<td>8/28</td>
<td>Introductions, the “New South”&lt;br&gt;- Railroads and the Movement West&lt;br&gt;&lt;em&gt;Chaps. 16, 17&lt;/em&gt;</td>
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<tr>
<td>Week 2</td>
<td>9/4</td>
<td>- No Class 9/4&lt;br&gt;- The Rise of Industrial America&lt;br&gt;&lt;em&gt;Chap. 18&lt;/em&gt;</td>
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<td>Week 3</td>
<td>9/11</td>
<td>Birth of the Union Movement&lt;br&gt;- Urbanization and Immigration&lt;br&gt;&lt;em&gt;Chaps. 18, 19&lt;/em&gt;</td>
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<tr>
<td>Week 4</td>
<td>9/18</td>
<td>The Populists&lt;br&gt;- The Election of 1896 and the Rise of the Progressives&lt;br&gt;&lt;em&gt;Chap. 20&lt;/em&gt;</td>
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<td>Week 5</td>
<td>9/25</td>
<td>Local and State Progressivism&lt;br&gt;- National Progressivism&lt;br&gt;&lt;em&gt;Chaps. 22, 23&lt;/em&gt;</td>
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<td>Week 6</td>
<td>10/2</td>
<td>Occupation of the Philippines - “The White Man’s Burden”&lt;br&gt;- &lt;strong&gt;Exam I&lt;/strong&gt; 10/4&lt;br&gt;&lt;em&gt;Chap. 21&lt;/em&gt;</td>
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<td>Week 7</td>
<td>10/9</td>
<td>The Origins of World War I&lt;br&gt;- World War I&lt;br&gt;&lt;em&gt;Chap. 24&lt;/em&gt;</td>
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<td>Week 8</td>
<td>10/16</td>
<td>- The Treaty of Versailles&lt;br&gt;- Society in the “Roaring ‘20s”&lt;br&gt;&lt;em&gt;Chap. 25&lt;/em&gt;</td>
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<td>Week 9</td>
<td>10/23</td>
<td>- The Scope Trial and the Conservative Backlash&lt;br&gt;- Causes of the Great Depression&lt;br&gt;&lt;em&gt;Chaps. 25, 26&lt;/em&gt;</td>
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<td>Week 10</td>
<td>10/30</td>
<td>- Herbert Hoover and the Market Crash&lt;br&gt;- &lt;strong&gt;Exam II&lt;/strong&gt; 11/1&lt;br&gt;&lt;em&gt;Chap. 26 (to page 652)&lt;/em&gt;</td>
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<tr>
<td>Week 11</td>
<td>11/6</td>
<td>- The Election of 1932&lt;br&gt;- Franklin Roosevelt and the New Deal</td>
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History, in large part, is a study and an attempt to understand those links between what we “were” to what we “are” and to what we “hope to be.” Remember that college is a learning environment. There is no such thing as a stupid question, so if anything is unclear to you, please do not hesitate to ASK!

Primary Traits of Essays and Identifications (Short Essays)

I. Identification (Short Essay)

The answer to an identification/short essay is usually about seven to ten sentences long, and is written in full paragraph form. Certain items may require longer responses, and should be divided into two or more paragraphs. You should supply enough detail to completely define the term, considering who, what, where, when, and the historical significance (why is this term important in understanding larger issues?). When need not be a specific date, but you should be able to relate the item to other events and place it in a general time frame.

II. The Analytical Essay

An essay written in response to an examination question should make and document key points and provide an interpretive summary. Like a book review or research paper, a good exam essay will consist of an introduction, a body, and a conclusion.

The introduction identifies the main issues and lays out clearly for the reader how you
plan to deal with these issues.

The body presents an analysis of your main points, along with supporting detail, examples, and explanation. The body usually consists of four to six paragraphs, each one devoted to a different aspect of the question. Therefore, four to six paragraphs is NOT a hard and fast rule - some students use many more, others can use less.

The conclusion sums up your main points and restates their significance. You should reach a definite judgment on your main points.

When I sit down to grade your essays, I will ask myself the following questions:

Did you explain the cause, effect and relevance of the specific historical event and/or period within a broader historical context?
Did you articulate different historical interpretations?
Did you demonstrate basic historical concepts and approaches?

A few quick tips: Do not worry about spelling on an essay exam, but you should write as clearly and neatly as possible. Use the back of the blue-book to write a quick outline - this may help to keep your essay focused. If you are unsure, do not make things up, I will notice. Provide the best possible answer you can, and keep track of time. All essays and IDs need to be written in ink, so bring a pen to the exam.