

UNIVERSITY OF MAINE AT AUGUSTA

DUAL ENROLLMENT SYLLABUS

COURSE NAME AT UMFK: HTY 103 United States History II	SEMESTER/YEAR: 2023-2024
COURSE NAME AT CONCURRENT ENROLLMENT HIGH SCHOOL: College U.S. History 103	NUMBER OF CREDITS: 3
	TIME/ROOM: Room 107
INSTRUCTOR: (Name, title, office number, office hours, telephone number, e-mail address) Mr. Jesse Hargrove, Social Studies Teacher, Room 107 Hermon High School, 848-4000 ext 1107, jesse.hargrove@schools.hermon.net	
PREREQUISITES: None COREQUISITES: None	
COURSE DESCRIPTION: When is violence justified? While battling ideological enemies abroad, the nation struggles domestically to realize its own founding principles. Twentieth Century America was an explosion of civil rights, world war, technology and counterculture movements. Together we will ratify women's suffrage, defeat the Nazis, end segregation, put a man on the moon, all while trying to bring peace to the Middle East.	
COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES: (Link to outcomes for general education or objectives in their major program - what the student should expect to be able to do at the end of the course) <ul style="list-style-type: none"> • Students will investigate the struggle for equality and civil rights by various groups in the Twentieth Century. • Students will analyze forces towards empire and isolation • Students will analyze forces for peace and forces for conflict during the Cold War • Student will understand America's role in the Middle East Crisis • Students will be able to debate the effectiveness of American Economic policy during the 20th Century. • Students will investigate factors giving rise to counter culture movements • Students will apply American ideals and Constitutional principles to events of the 20th century. 	
REQUIRED TEXTBOOK(S): (Include Title, Author/Editor, Publisher, Edition) <ul style="list-style-type: none"> • <i>A People's History of the United States</i>, Howard Zinn, HarperCollins, 2003 	

SUPPLEMENTAL LEARNING RESOURCES:

Gilder Lehrman Institute of American History

DBQ Project Series

Choices Series.

TEACHING/LEARNING PHILOSOPHY:

History is composed of themes - struggle for civil rights, conflict and peace, technological development. When we look at themes, instead of chronology, we can see continuity and change more clearly. However, developments do not happen in isolation. It is important to understand that context of the era and how other events have an impact. Studying the past, recognizing themes allows us to understand current events. We must make intentional efforts to apply the past to the present.

ASSESSMENTS:**Guided Oral Discussion (G.O.D.):**

There are two parts to a G.O.D. - Written and Oral. You will receive Guiding Questions for each set of readings (ranging from 4-10 questions) which you will respond to using textual evidence from the reading, including page numbers. The completed Guiding Questions will be your entrance ticket into the Guided Oral Discussion. In the discussion we will address the questions, using text evidence to support responses. At this point you can draw from the collective wisdom of the class and make additional annotations. The following class you will submit a revised written G.O.D.

Document Based Question (D.B.Q.):

These units focus on specific questions in American history, using primary and secondary sources of evidence to construct an answer.

Maine National History Day Competitions (MNHD):

Each student will pick a theme from those listed or developed in consultation with the teacher and develop a project exploring the theme “*Turning Points in History*” in the context of Modern American study. The project will be refined, revised and updated during the winter and spring in preparation for presentation at Regional Maine National History Day Competitions in late **March, 2024 at John Bapst Memorial High School**. The project and presentation will constitute a 3rd Quarter Summative Assessment. State Competitions, should groups advance, will be at the end of **April**. A variety of projects are possible including: Papers, Performances, Exhibits, Documentaries, and Web Sites.

COURSE POLICIES: (Especially policies concerning late papers, absences, etc)

1. Academic Honesty: Honesty and integrity are vital to the academic process. Plagiarism is defined as intentionally or knowingly representing the words or ideas of another as one's own in any academic work. Cheating is defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic work.
2. Testing Policy: There will be NO Makeup exams/quizzes, students must instead make arrangements with the faculty prior to any planned absence or forfeit the opportunity to complete it.
3. Attendance Policy: Regular and punctual class attendance is mandatory for all students taking this course. Attendance will be taken at the beginning of every lecture. Students may be granted one excused absence from class with prior approval of the instructor. In case of an emergency, please speak with the faculty member to discuss how you will make up your absence. Absenteeism or tardiness is sufficient reason for the instructor to withdraw the student from the course.
4. Cell Phones and Pagers: All electronic communication devices must be disabled prior to the beginning of class, laboratory, or clinical experiences.
5. Withdrawal Policy: If a student is unable to attend or participate in the course or must drop the course for any reason, it will be the responsibility of the student to withdraw from the course before the withdrawal deadline.
6. Assignment Submission: All course assignments are to be turned in by the due date.
Assignments will NOT be accepted after the submission deadline without prior faculty permission.
7. Written Work: All written work is to be computer generated, double-spaced, accurate, appropriately referenced, grammatically correct, and in accordance with APA (5th ed.) where appropriate. Spelling, syntax, and organization will impact the assignment of grades for written assignments. All papers must be submitted with a face sheet, and stapled together.
8. Feedback: Faculty require one to two weeks to receive, grade and return all student work, including quizzes, exams, and papers.
9. Student Responsibility: Students are responsible for obtaining all handouts, announcements, and information presented during class time.
10. Faculty reserve the right to alter the syllabus as deemed necessary for learning.
11. ADA Accommodations: If you have a disability which may affect your ability to participate fully in this course, it is your responsibility to request accommodations promptly. Contact the Learning Support Services Office on your campus, or Coordinator of Student Services at your campus or center to discuss possible assistance. Accommodations must be requested each semester, and are not provided retroactively. More information can be found at:
<https://www.uma.edu/academics/student-support/>

METHODS OF EVALUATION/FORMATIVE AND SUMMATIVE: (How grades will be determined; assignment dates, and deadlines)

- Class discussions, classroom exercises, simulations, will constitute Formative Assessments, providing students an opportunity to learn and wrestle with concepts. Students are encouraged to use formative feedback to clarify and deepen understanding. Formative Assessments count for 30% of total grade

- Papers, Projects and Reading Responses make up Summative Grades. Summative Assessments count for 70% of the total grade.

GRADING SCALE (Must be UMA Grading Scale):

A	96-100
A-	92-95
B+	90-91
B	87-89
B-	84-86
C+	82-83
C	80-81
C-	78-79
D+	76-77
D	73-75
D-	70-72
F	0-69

COURSE CALENDAR: (Dates, topics chapter readings, **assignment deadlines**)

Date:	Topic:	Readings & Assignments:
<u>Quarter 1</u>		
Equality vs. Oppression		
Week 1/2	Slavery/Civil War/Reconstruction	Zinn, Ch. 9; “Douglass on Jim Crow” (G-L); <i>Dred Scott</i> , <i>Plessy</i> , Reconstruction Amendments,
Week 3/4	“Jim Crow” & Segregation	Zinn p. 415-416, E.O. 9981, E.O. 9066 “Jim Crow & Great Migration” (Holloway, G-L) Kozol, Ch. 1 <u>Savage Inequalities</u> , HUD Policies
Week 5/6	Civil Rights	Zinn Ch. 17, <i>Loving</i> , <i>Brown v Board</i> , DBQ - MLK v. Malcolm X,
Week 7/8	Seneca Falls, Stonewall Riots, DADT/DOMA	“Reconstruction & Woman Suffrage (Dubois, G-L) 19th Amendment, Zinn Ch. 19, <i>Windsor</i> , <i>Obergefell</i>
<u>Quarter 2</u>		
Empire vs. Isolation		
Week 9/10	Spanish-American War,	Zinn Ch. 12, “Open Door Policy” (Cohen, G-L)
Week 11/12	WWI, L.O.N.	“Zimmermann Telegram” (Neilberg, G-L), “World War I” (Keene, G-L), Zinn Ch. 14, Choices: League of Nations

Week 13/14	Isolationism	“Fireside Chat” (FDR, G-L), “FDR Radio Speech” (FDR, G-L), “Des Moines Speech” (Lindbergh, G-L). Choices: Isolationism
Week 15/16	World War II, “The Bomb”, MAD	Zinn Ch. 16, Choices: Nuclear Weapons
Week 17/18	Israel; Iranian Revolution; Mid East	“Iran & United States” (Byrne, G-L) Choices: Mid East in Transition

Quarter 3

Maine National History Day Project

Week 19/20 Topic Development, Resource Search, Annotated Bibliography

Week 21/22 Research and Outline Development

Week 23/24 Rough Draft and Process Paper

Week 25/26 Finished Project and Regional Competitions

March ____, 2024 - MNHD Registration Due

March ____, 2024 - Projects Due

March ____, 2024 - Regional Competitions

John Bapst Memorial High School

April ____, 202 - State Competitions

University of Maine Orono

Quarter 4

“Saving” Capitalism

Week 27/28	Robber Barons, Labor, Gilded Age	Zinn Ch. 11; DBQ - Carnegie Hero?
Week 29/30	Great Depression & New Deal	Zinn Ch. 15; DBQ - Great Depression “FDR’s Court-Packing” (Menaker, G-L)
Week 31/32	Communism & Containment	“Truman Doctrine” (Spalding, G-L), “Korean War” (Millet, G-L), DBQ - Containment “Reagan and Cold War” (Cox, G-L)
Week 33/34	Vietnam	Zinn Ch. 18, Choices: Vietnam