

History 12: American History Since 1865

Summer 2016

Instructor: Ali Halsey

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Course Subject and Themes: This course traces the development of the United States from 1865 to the present, evaluating the events, individuals and factors that have transformed America into a complex, multicultural, twenty-first century global participant. This course (as mirroring the discipline) will be based around inquiry. We will ask and answer questions to gain a clear understanding of the history of this nation and the implications this has on our world today.

Lectures, discussions, activities and assignments are designed to help students learn how to analyze documents from the past, take a position on a historical question, use evidence to support their views and express their insights to others. The focus is on analyzing why things happened as much as learning what happened. Gaining these abilities helps not only in understanding American history, but also in improving the critical thinking and communication skills essential to doing well both in school and in the future. Methodological questions we will ask include: How well do we understand individuals, institutions and groups in the past? Do our stories and narratives about them capture their history and complexity? Or do our stories wittingly or unwittingly simplify or alter what these individuals and groups experienced? Finally, what are the public uses of history in the present?

Course Learning Outcomes

Upon completing the course, students will be able to:

- Identify the changing characteristics of American political and governmental institutions since 1865.
- Analyze the fundamental changes in the American Economy since 1865.
- Identify the key trends and movements in American cultural, social and intellectual life since 1865.
- Analyze the causes and consequences of America's foreign policy, wars and rise of global prominence since 1865.
- Identify the contributions and changing roles of gender and ethnic groups in American history since 1865.
- Synthesize major themes and content to form arguments about historical interpretations.

Required Course Readings:

American History: Connecting with the Past, Volume 2, 15th Edition by Alan Brinkely
Selected Course Readings from *A History of the American People* by Howard Zinn
Documents from *Reading the American Past* by Michael P. Johnson

Student Behavior

Respect other student's views during discussion, lecture and online.

When communicating with instructor via email, please apply professional etiquette. Emails whether from your smartphone or not, should have a respectful greeting, clearly identify the subject of your email in the subject line, politely ask question or for assistance and end with a salutation and your name. Instructor may not respond to student emails without clear subject headings.

Honor Code

Academic integrity is at the heart of all post-secondary success and we are all responsible for upholding the ideals of honor and integrity. All sources must be identified and referenced properly. You are responsible for informing yourself on what is and is not plagiarism.

Late Work

No late work will not be accepted unless an arrangement has been made with the instructor prior to absence. This is purely up to instructor discretion.

Students with Disabilities

Due to the organization of this dual credit course, information on student disabilities is difficult to acquire. Please see the instructor on the first day of the course and explain your needs (assistance on exams, preferential seating etc.)

Technology

In this course we will use technology on a daily basis. Be prepared to access and turn in most of your assignments digitally. I will provide you with a computer to use in class, but you are welcome to bring your own device if you would like.

Here are the apps we will be using in this course. I may add additional resources later.

Google Apps for Education

Seesaw

Creativity Websites, Apps and Extensions

Assignments and Grades

Reading Quizzes (10%)

Context Digital Story (10%)

Free Response Essay #1	(10%)
Document Analysis Essay	(10%)
Free Response Essay #2	(10%)
Final Research Project	(20%)
Midterm Exam	(10%)
Final Exam	(10%)
Class Participation, Group Activities & Microblog	(10%)

Reading Quizzes

Each day you will be assigned reading to complete in Brinkley or from our other texts. Your knowledge of the information within these texts will be assessed daily. You may use your personal reading notes on each quiz.

Context Presentations

Each student will provide an introductory lecture to an assigned time period. They will be responsible for giving all students in the class a foundation of background information, the major events and the key contributors within this time period. Students may use whatever medium they choose to provide context for the class (created video, slide deck, short essay, infographic, sketch note, thinglink etc.)

Free Response Essay #1

After week 1, students will write a short essay answering the initial essential question. Students will be assessed based on content knowledge, clarity and persuasiveness of argument and organization and conventions.

Document Analysis Essay

After week 2, students will choose a primary source document and will write a short essay demonstrating their knowledge of the brevity of this document. Students will be assessed based on content knowledge, clarity and persuasiveness of argument and organization and conventions.

Daily Learning MicroBlog

Students will maintain a microblog via Google Plus or Twitter to document their learning on a daily basis.

Free Response Essay #2

After week 3, students will write a short essay answering the third essential question. Students will be assessed based on content knowledge, clarity and persuasiveness of argument and organization and conventions.

Daily Design Challenges and Activities

This course is not a traditional lecture course. Students should be prepared to be active participants in the classroom community.

Midterm Exam

25 Multiple Choice Question Exam covering themes from weeks 1 and 2

Final Exam

25 Multiple Choice Question Exam covering themes from weeks 3 and 4

Class Participation

All students are expected to be present, on time and participate daily in class and contribute in a positive manner. Your participation grade will reflect your attendance and active participation in the class. There are many ways you can participate in this class, so I encourage you to find some way to make your voice heard. Ways you can participate include: verbal participation in discussions, in class writing assignments and small group exercises, and out of class participation via Google Plus or Twitter where you can ask questions for clarification and continued discussion.