



## COURSE OUTLINE FALL 2008

<u>HIS 106</u>	<u>United States History Since 1865</u>
<b>Course Number</b>	<b>Course Title</b>
<u>  3  </u>	<u>  3  </u>
<b>Credits</b>	<b>Hours: lecture/laboratory/other (specify)</b>

**Catalog description:**

Surveys American history since 1865 with emphasis on general concepts and processes. Examines Reconstruction, the Gilded Age, Progressivism, World Wars, the New Deal, the Cold War, civil rights, gender, social class, and 21st century issues.

**Prerequisites:**

None

**Corequisites:**

None

**Required texts/other materials:**

Henretta, et al., *America: A Concise History*, vol. 2, 3<sup>rd</sup> ed.

Fernlund, *Documents to Accompany America's History*, vol. 2, 5<sup>th</sup> ed.

**Last revised:** Summer 2008

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**Information resources:** (Describe the primary information resources that support the course, including books, videos, journals, electronic databases, websites, etc.)

“A Biography of America,” part 2.

**Other learning resources:** (Describe any other student learning resources that are specific to this course, including any special tutoring or study group support, learning system software, etc.)

No tutors or study groups as of now.

## Course goals:

### *The student will be able to:*

1. to read primary and secondary historical sources critically, with an understanding of their validity, perspective bias, audience, and context.
2. to use information technologies in acquiring new knowledge and perspective.
3. to construct an historical essay that presents a clear thesis, a persuasive argument, and well-researched supporting data.
4. to identify major personalities of American History.
5. to describe major movements, trends, and developments of American History
6. to discuss with authority, either in writing or verbally, the historical forces (e.g., religion, economics, politics, social stratification, gender, individual actors, technology, nature, intellectual and aesthetic thought, etc.) behind the major movements, trends, and developments of American History.
7. to analyze other time periods and cultures with little or no ethnocentrism, thus displaying a sense of informed perspective and a deeper appreciation of the common threads of human nature.

## Course-specific General Education Knowledge Goals and Core Skills

### General Education Knowledge Goals

**Goal 1. Communication.** Students will communicate effectively in both speech and writing.

**Goal 4. Technology.** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

**Goal 5. Social Science.** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

**Goal. 6. Humanities.** Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

**Goal 7. History.** Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

**Goal 8. Diversity.** Students will understand the importance of a global perspective and culturally diverse peoples.

**Goal 9. Ethical Reasoning and Action.** Students will understand ethical issues and situations.

### MCCC Core Skills

**Goal A. Written and Oral Communication in English.** Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

**Goal B. Critical Thinking and Problem-solving.** Students will use critical thinking and problem solving skills in analyzing information.

**Goal C. Ethical Decision-Making.** Students will recognize, analyze and assess ethical issues and situations.

**Goal D. Information Literacy.** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

**Goal E. Computer Literacy.** Students will use computers to access, analyze or present information, solve problems, and communicate with others.

**Goal F. Collaboration and Cooperation.** Students will develop the interpersonal skills required for effective performance in group situations.

**Goal G. Intra-Cultural and Inter-Cultural Responsibility.** Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

## Units of study in detail:

### Introduction to the course and United States History to 1865

Learning Objectives: *The student will be able to*

- Explain the personal importance of understanding modern American history. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
- Demonstrate an understanding of the periodization and chronology of the course. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
- Identify primary vs. secondary sources and discuss the uses and limitations of each. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
- Understand all course assignments. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)
- Describe the cause, course, and effects of the American Civil War on the nation. (Core Comp., 1, 2, 3, 4, 5, 6, 7; Gen. Ed., 1, 4, 5, 6, 7, 8, 9)

### Unit I: The Gilded Age, 1865-1900

#### **1. Reconstruction and Redemption, 1865-1877**

Learning Objectives: *The student will be able to*

- Describe how the lives of African Americans changed after the Civil War. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Compare and contrast Presidential and Congressional Reconstruction. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Explain the Compromise of 1877. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Analyze why Reconstruction turned so radical by 1867. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Assess how well or poorly Reconstruction worked. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Analyze why so many opposed Reconstruction and what they did to make it end. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- State the meaning and significance of Redeemers to the South and the nation. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

#### **2. The Frontier and the Rise of Big Business**

Learning Objectives: *The student will be able to*

- Compare and contrast the treatment of immigrants to the West to African Americans and Native Americans. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Explain women's roles, rights, and responsibilities in the West. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Evaluate whether or not the West was really wild. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Analyze our government's policy in regard to Native Americans and how it changed from 1865-1900. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Describe the social, economic, and political reasons for the exploitation of the West and its resources. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Understand how the westward movement helped give rise to big business. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Assess why the government promoted big business after the Civil War and its impact on the nation. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

### 3. Gilded-Age Politics, Society, and Urban Life

Learning Objectives: *The student will be able to*

- Explain the ideals and policies of the two main political parties of the Gilded Age. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Define women's roles in society and how they were changing. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Analyze the technological, social, and economic factors leading to the creation of the first suburbs. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Describe a political machine and understand its role in the urban environment. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Compare and contrast urban and suburban life in the Gilded Age (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Evaluate the meager social and political reforms for their effectiveness. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Understand the rise of sports and leisure as diversions and important class-based activities. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

### 4. Immigration, Labor, and Populism

Learning Objectives: *The student will be able to*

- Describe how management and government responded to working-class unrest. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Compare and contrast immigrant life in their homeland and in the United States. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Understand the origins and significance of the labor movement. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Analyze the problems that many unions faced and why some were successful and most were not. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Explain the role of women and minorities in the early labor movement. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Define Populism. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Assess how farmers responded to the agrarian crisis and their level of success (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Describe the problems facing farmers. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

### 5. The New South and the American Empire

Learning Objectives: *The student will be able to*

- Define the New South and how it differed from the Old South. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Compare and contrast the treatment of poor whites and African Americans in the New South. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Evaluate how successful the New South was in modernizing the region. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Understand why the United States assumed an expansionist foreign policy after 1867. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Compare and contrast American expansionism with European imperialism. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Describe the cause, course, and effects of the Spanish-American War. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

## **Unit II: America in Transition: Isolation to World Power, 1900-1945**

### **6. The Progressive Era**

Learning Objectives: *The student will be able to*

- Describe the Progressive Era began and who led the reforms and why. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Assess how Progressive reforms helped women and minorities. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Compare and contrast Booker T. Washington's and W.E.B. Du Bois' ideas on race. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Discuss how Progressive reform trickled up from private, local, and state reforms to the Federal level. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Identify the New Freedom. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Analyze the impact of Progressive reforms on people's lives, the stability of capitalism, and growth of democracy. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

### **7. A Big Stick, World War I, and the Red Scare**

Learning Objectives: *The student will be able to*

- Compare and contrast our leaders' words with their actions in foreign policy. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Describe America's role in international affairs before World War I. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Explain Dollar Diplomacy. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Discuss the origins of World War I in Europe. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Assess America's reaction to the European war. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Understand why we entered the war and our role in ending the conflict. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Explain how World War I changed the lives of women and minorities. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Describe Wilson's peace settlement and why the European victors refused to accept it. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Analyze why most Americans wanted to isolate the United States after World War I. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

### **8. The Roaring Twenties and the Great Depression**

Learning Objectives: *The student will be able to*

- Compare and Contrast the Roaring 1920s with the Traditional 1920s. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Assess why the 1920s has often been called the age of heroes. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Describe how the 1920s accelerated the homogenization of America. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Evaluate the relationship of big business and the government in the 1920s. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Discuss how and why the lives of women and minorities changed. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Identify the concept of rugged individualism. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

- Understand why the Great Depression started and the reasoning behind President Hoover's response to it. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Explain Hoover's program to end the Depression. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

## 9. The New Deal

Learning Objectives: *The student will be able to*

- Describe the New Deal and why it was enacted. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Analyze how the New Deal was a series of programs to provide relief, recovery, and reform. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Evaluate how well the New Deal did in ending the Great Depression. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Explain who were the supporters of the New Deal and who were not and why. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Assess the New Deal's record in addressing women and minorities. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Understand why New Deal programs were rolled back or slowed down by the end of the 1930s. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

## 10. World War II

Learning Objectives: *The student will be able to*

- Explain why the United States pursued a Good Neighbor policy in Latin America and an isolationist policy in dealing with the rest of the world during the 1930s. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Discuss why we entered World War II, beyond simply stating, "Pearl Harbor." (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Assess our role in helping to win the European and Asian war. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Describe how the war affected women and minorities. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- State and clearly defend their opinion on whether or not we should have dropped the Atomic Bomb on Japan. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Compare and contrast American views and treatment of Japanese and Japanese-Americans with Germans and Italians. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

## Unit III: Contemporary America, 1945-present

### 11. The Origins of the Cold War and the 1950s Consensus

Learning Objectives: *The student will be able to*

- Explain the origins and escalation of the Cold War. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Describe how the home front reacted to the Cold War. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Analyze how we tried to make friends with other nations and ensure they remained outside Soviet influences. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Understand bipolarism. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Explain the meaning of consensus and how it shaped all aspects of America during the 1950s. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Analyze how Americans dealt with critics of the consensus. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

- Explain the stereotypes regarding gender, race, and class during the 1950s. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

## 12. The Civil Rights Movement and the New Frontier

Learning Objectives: *The student will be able to*

- Discuss the origins of the Civil Rights movement. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Identify Martin Luther King, Jr. and his organization, SCLC. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Evaluate the successes and setbacks in regard to Civil Rights in the 1950s and early 1960s. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Compare and contrast Eisenhower's presidency with American's expectations of John F. Kennedy. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Describe the New Frontier and Kennedy's vision for the United States. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Assess Kennedy's foreign and domestic policy record, especially on Civil Rights. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

## 13. Vietnam, the Great Society, and the New Left

Learning Objectives: *The student will be able to*

- Analyze the Great Society's impact on the United States. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Describe why the Great Society ended. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Discuss the growing radicalism and fragmentation of the Civil Rights movement. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Explain why the United States entered Vietnam (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Understand why the United States failed to win the Vietnam War. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Assess the impact of the New Left and anti-war movement on American foreign and domestic policy. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Compare and contrast the counterculture with the silent majority. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Analyze how realistic were the ideals and ideas of the counterculture. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

## 14. The Crisis in Confidence and the Reagan 80s

Learning Objectives: *The student will be able to*

- Explain Watergate and its impact on American politics. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Identify Détente and its significance. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Evaluate why there were so many foreign and domestic problems during the 1970s and what our leaders did to try fixing them. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Assess the pros and cons of the unique Carter presidency. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Understand why the New Right emerged in the 1970s and how it came to influence government at its highest levels. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Compare and contrast Détente with Reagan's foreign policy (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Assess Reaganomics for how it helped America and hurt Americans. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

- Understand how and why the Cold War ended. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

## 15. America at the Crossroads: Making Sense of our Place in a Post-Cold War World

Learning Objectives: *The student will be able to*

- Describe how technology has improved the lives of many Americans and hurt others. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Explain the lingering problems in America concerning race and minorities (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Evaluate how in a post-Cold War world, what is the United States role as international policeman. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Discuss why there has been such a surge in partisan politics over the past decade. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Understand why terrorists attack and how to, not only prevent further attacks, but change their minds. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)
- Discuss how much liberty we should surrender in exchange for security. (Core Comp., 1, 2, 4, 5, 6, 7; Gen. Ed., 1, 5, 6, 7, 8, 9)

### **Examinations and Required Work.**

Instructors have some discretion in determining the format and content of required work. However, written and verbal assignments in any history course should be designed to help students develop the General Education skills (historical perspective, critical thinking, information literacy, writing, and public speaking) listed above. Instructors should emphasize these goals in their assignments and should state them in their written and verbal instructions to the students.

History courses must, therefore, utilize essay examinations, written reports and oral presentations as standard methods of assessing student learning. Below are the parameters within which instructors may operate:

#### **Reading Assignments**

- ♦ Textbook as well as primary documents should be clearly assigned to the students

#### **Exams & Quizzes**

- ♦ At least two (2), one-hour exams
- ♦ A Final Exam
- ♦ Exams must include an essay component.

**Writing Assignments** (to assess discipline specific knowledge, communication skills, and critical thinking skills). Students are expected to develop the ability to construct narratives—written or verbal or both—that clearly present their own thesis based on solid evidence that has been thoroughly and critically evaluated. Students are directed in developing competencies in accumulating evidence from a variety of sources, assessing the validity of the evidence, and extracting substantive generalizations from what they have discovered (Information Literacy).

- ♦ At least two (2), but preferably three (3), writing assignments
- ♦ At least one (1) essay should concentrate on the primary documents
- ♦ At least one (1) one assignment should incorporate library or internet research or both; this assignment may be a term paper or group presentation or some other type of project
- ♦ Length of the essays may be determined by the instructor; short (e.g., two-page) essays are acceptable

**Academic Integrity Statement:**

See: [http://mlink.mccc.edu/omb/0403\\_academic\\_integrity\\_OMB210.pdf](http://mlink.mccc.edu/omb/0403_academic_integrity_OMB210.pdf).]

Students who cheat or plagiarize on any assignment in this class will receive a “0” on that assignment which may result in the failure of the course and will be subject to further disciplinary action as deemed appropriate by MCCC’s Academic Integrity Committee. Cheating and Plagiarizing are the witting or unwitting use of answers to exams or quizzes from any source other than your brain (i.e. cheating with the aid of unauthorized aids), the copying or use of another’s words for a paper or other written assignment, and the paraphrasing, quoting, or use of not generally known ideas and concepts without proper citations of that material.