



# **United States History Studies Since 1877 (US HIST) 1B Syllabus**

## **Course Name**

US HIST 1B

United States History Studies Since 1877 – Semester B

## **Course Information**

US HIST 1B is the second semester of this two-semester course.

In this course of study, you will learn about the history of the United States from the end of the New Deal to the present.

The study of American history can be a very interesting and challenging endeavor. As a young person growing up in the United States, you should know and understand, perhaps even value, the past achievements and failures of this society. When a culture deeply understands its past, commitment to and faith in that culture is enhanced and, thus, the culture will endure. America is perhaps one of the most diverse societies on Earth. This very diversity causes an even greater need for cultural identification and unity through a shared understanding of our past history. The present is a reflection of the past. Who we are as a people today is determined by the history of those who came before us. By understanding our past, we become more successful in the present and can prepare a better pathway for the future.

## **Course Delivery Method**

Online

## **Contacting Your Instructor**

You may contact your instructor through the Blackboard messaging system. Technical support is available 24/7 at [www.k12.ttu.edu](http://www.k12.ttu.edu).

## Course Objectives

After completing this course, you should be able to:

1. identify the major eras in U.S. history from the end of the New Deal in the 1930s to the present and describe their defining characteristics;
2. explain the reasons for the rise of dictators in Europe and the outbreak of WWII;
3. discuss the main issues and individuals involved in World War II;
4. relate the causes and effects of the Holocaust in Europe;
5. recount the story of American development from the end of the New Deal to the present;
6. recognize the importance to America of the shift from an agricultural to an industrial, urban society;
7. discuss the social, cultural, and economic changes resulting from WWII;
8. trace the growth of the United States into an important world power;
9. analyze the strengths and conflicts within a pluralistic society;
10. explain the workings of government and the political system through modern times;
11. understand the origins and impact of the cold war;
12. discuss the American role in the Korean War;
13. understand significant individuals, events, and issues of the civil rights movement and the women's movement;
14. discuss the effects of the Vietnam War on both foreign and domestic politics;
15. research, organize thoughts, and produce a research-based project;
16. apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.

US HIST addresses the required Texas Essential Knowledge and Skills (TEKS). These can be found at the [Texas Education Agency](https://www.tea.texas.gov/) website.

## Textbook and Materials

### **Online Textbook**

The required digital textbook for this course is:

- Joyce Appleby, et al. (2016). *United States History Since 1877*. Columbus, OH: McGraw Hill. ISBN: 978-0-07-660856-0

The online textbook must be purchased through the TTU K-12 partner bookstore, MBS (see the TTU K-12 website for a link to MBS). Once you make your purchase, you will receive your credentials to the online textbook and resources via email, and it may take 1-2 business days. See **Using the Online Textbook** below for more information.

You must be able to submit PDF files for some assignments.

## ***Using the Online Textbook***

You will need to have access to the online textbook and online resources for this course. Your account will be set up when you purchase the digital textbook, which can only be purchased through the TTU K-12 partner bookstore, MBS. (You can find the link to the bookstore on the TTU K-12 website.) **Once you have purchased the digital textbook, you will receive a username and password for the McGraw-Hill ConnectED website via email**, and this email will come from MBS.

Once you have received your credentials via email, you can access the textbook and resources at [ConnectED](#).

Watch **Video: How to Navigate the Online Textbook and Resources** in the Syllabus section of the course; it will orient you to the online textbook and resources. (A transcript is available online.)

Recall that the video mentions taking notes while reading. You'll need to keep a History Notebook for this course and upload your notes from time to time for your instructor to see. You'll learn more about the history notebook in the next part of this syllabus.

## **History Notebook Requirement: Video Instruction**

You will keep a history notebook and upload your notes in online journals. You can find links to these journals in the assignment folders of each unit, and you can also access them with the link in the navigation bar to the left.

Your instructor will grade your notes based on thoroughness and effort.

- 50% of your notebook grade will depend on how thorough you are in completing the required portions of the notebook.
- 40% of your notebook grade will depend on what kind of extra notes you take. If you do a good job of completing all of the suggested notes in the “student-chosen” section, you are likely to earn most of this 40%. Remember to also include other extra notes you think are important, too. Your notebook is a tool you will use to study for the final exam.
- 10% of your notebook grade will depend on how neat you are in putting together your notebook. Do your best to make it easy for your instructor to read your notes and locate important parts.
- Your instructor can't grade your History Notebook journal until it has the correct number of entries. (One entry for Part 1; five entries for Part 2; and four entries for Part 3. You'll learn more below.)

Each assignment folder has a link to the journal tool you'll need, so all you have to do is, **at the end of each unit**, create a journal entry and attach your notes. It's easy once you know how to do it. There are also visual checks in each unit assignment folder to help you know if you're on track.

If you don't think you're good at taking notes—don't worry. This course is designed to help you learn how to do it.

### ***Choose the Approach that Works Best for You***

First of all, don't just think of your notebook as a place to write outline upon outline of information—unless, of course, that's what works best for you. If you like to draw, think about drawing illustrations that help you remember information. Maybe you can even draw political cartoons. If you like visual organization, you can use graphic organizers. Your history notebook should be a tool that works for you.

### ***How Notes Can Help You Study for the Final***

To pass the final exam in this course, you'll have to know a lot of details: dates, events, names, documents, motivations, as well as causes and effects. As you start learning what works best for you in keeping a history notebook, think ahead to the way you might want to study. For example, if you're going to use flashcards to drill yourself, you want to be able to find all the information related to a particular term. Sometimes terms come up in more than one place. For example, the Vietnam War is the topic of a whole chapter, so you may be learning details about this concept in several different places. So at the end of this chapter, you might review your notes and pick out all of the important details about the Vietnam War. You could write a new, whole outline dedicated to this term or create a graphic organizer. That way, when it's time to study for the final, you'll have all of the important details about this term in one place.

If you follow the requirements of the history notebook, it will go a long way to helping you remember information for the final. Just remember that you need to take your own notes, too.

### ***Video Orientation***

The page **Video: Using the Journal Tool for the History Notebook Requirement** in the Syllabus section of the course contains videos that will orient you to the history notebook and what it can look like for you. The first video, [Taking Notes for the History Notebook Requirement](#), will show you where to find the "Reading Strategies" link in the online textbook, which is where you'll find most of what you need to take notes. If you have a printed textbook, this same information can be found at the beginning of each chapter section—just look in the margins.

The next videos show some other tools that you are welcome to use to create notes. (Transcripts are available online.)

1. [Microsoft Word SmartArt for Graphic Organizers](#)
2. [Digital Drawing Tools \(Sketchpad\)](#)

### 3. [Additional Study Aids](#)

#### ***Organization is Key***

Remember, you can create your History Notebook in lots of ways, but to make it easier for your instructor to grade, please make sure it's organized and that any handwriting is easy to read. Follow these guidelines:

- Make sure parts are labeled clearly so that your instructor can find the required parts.
- Show that you can pick out the main ideas.
- Show you can summarize and explain ideas in the textbook.

The best format to use when preparing a notebook for upload is PDF. See **Requirements for Creating PDFs** in the Syllabus section of your course for instructions on how to use PDF format.

#### ***Using the Journal Tool to Turn in Your Notebook***

In addition to good organization, properly turning in your notebook for each unit is essential. **Each unit must be a separate entry in the journal tool**, which the following videos show you how to use. If you don't create a new journal entry at the end of every unit, and then attach each unit's notes at the end of every unit, your instructor won't be able to grade it, and that **will affect your ability to access the final exam**.

- [How to Turn in Your Notes Using the Journal Tool, Part 1](#)
- [How to Turn in Your Notes Using the Journal Tool, Part 2](#)

As you work through the course, you'll get more instructions and support to make sure you're turning in your History Notebook properly. Go to one of the unit assignment folders to see what these look like now, if it helps. You'll find that there's a visual check to help you see if you're on track. If you have any questions, please contact your instructor.

#### **Tips for Reading**

This course will require you to do a lot of reading. Below are some strategies for making the reading assignments more manageable. You'll also find some tips on what else you can include in your history notebook.

- Scan the chapter and chapter sections before you read.
- Break it up into manageable chunks so you don't read for so long that you get tired and stop learning.

- Leave time to go back and reread parts of a chapter. Sometimes this helps you connect ideas.
- Before you start reading, look ahead to the Lesson Reviews at the end of each chapter lesson to see what kinds of questions are asked. This will help you know what to look at more closely in the text.
- Notice that there are opening questions on the course page. Make a note of these before you start reading, and revisit them after you are done. Your notes can be a place where you can record reflections on these questions, too.

## Technical Requirements

- Internet access – preferably high speed (for accessing Blackboard)
- Email
- Word processing software such as Microsoft Word
- Adobe Reader (download from [Adobe.com](http://Adobe.com))
- Audio and video capabilities (for watching/listening to course content)
- PDF app (free options available)

## Technical Skill Requirements

Be comfortable with the following:

- using a word processor
- Internet search engines and browsers
- creating PDFs (see **Requirements for Creating PDFs** in the Syllabus section of your course)

## Course Organization

This course consists of ten units, four unit exams, and a final exam. Each unit contains the following:

- Introduction and Instructions
- Learning Objectives and Curriculum Standards
- Learning Activities
- Assignments

Each unit includes several activities that present content knowledge. Each unit also includes multiple graded assignments to ensure that you learn the content that has been presented in the activities. Some of the assignments are automatically-graded quizzes, and some are written assignments or activities that your instructor will grade.

Be sure you read all instructions carefully and ask your instructor for help if something is not clear.

## Course Outline

You should spend about a week and half to two weeks on each unit by reading carefully, taking notes, reviewing the material, and completing the assignments. Please note that some assignments will be hidden from you when you start the course. As you move through the lessons and complete assignments, more will unlock for you.

Lesson	Topic	Approximate Time for Completion
Unit 1	World War II and America's Role	1.5 weeks
Unit 2	The Cold War	1.5 weeks
Unit 3	Post War America	1.5 weeks
Unit 4	The New Frontier and the Great Society	1.5 weeks
Unit 5	The Civil Rights Movement	1.5 weeks
Unit 6	The Vietnam War	1.5 weeks
Unit 7	The Politics of Protest	1.5 weeks
Unit 8	Politics and Economics	1.5 weeks
Unit 9	The Resurgence of Conservatism	Two weeks
Unit 10	A Time of Change and a New Century	Two weeks
Final Exam		

## Assignment Schedule

Each of the following must be completed to complete the course. Items with an asterisk (\*) indicate that these are summative assessments for the course.

Lesson	Weeks	Assignments
1	1-2	Checkpoint 1 (Non-graded) Unit 1 Resource Comprehension Check (Non-graded) Assignment 1.1: Short Answer Assignment 1.2: Chapter 11 Quiz Assignment 1.3: Chapter 13 Quiz Assignment 1.4: Discussion History Notebook, Part 1: Unit 1 Notes
2	2-3	Unit 2 Resource Comprehension Check (Non-graded) Assignment 2.1: Short Answer

<b>Lesson</b>	<b>Weeks</b>	<b>Assignments</b>
		Assignment 2.2: Lessons 1 and 2 Quiz Assignment 2.3: Lessons 3 and 4 Quiz Assignment 2.4: Discussion History Notebook, Part 2: Unit 2 Notes
<b>Exam 1</b>		*Exam 1
<b>3</b>	4-5	Unit 3 Resource Comprehension Check (Non-graded) Assignment 3.1: Short Answer Assignment 3.2: Lessons 1 and 2 Quiz Assignment 3.3: Lesson 3 Quiz Assignment 3.4: Discussion History Notebook, Part 2: Unit 3 Notes Checkpoint 2 (Non-graded)
<b>4</b>	5-6	Unit 4 Resource Comprehension Check (Non-graded) Assignment 4.1: Short Answer Assignment 4.2: Lessons 1 and 2 Quiz Assignment 4.3: Lesson 3 Quiz Assignment 4.4: Discussion History Notebook, Part 2: Unit 4 Notes
<b>5</b>	7-8	Unit 5 Resource Comprehension Check (Non-graded) Assignment 5.1: Short Answer Assignment 5.2: Lessons 1 and 2 Quiz Assignment 5.3: Lesson 3 Quiz Assignment 5.4: Discussion History Notebook, Part 2: Unit 5 Notes
<b>Exam 2</b>		*Exam 2
<b>6</b>	8-9	Unit 6 Resource Comprehension Check (Non-graded) Assignment 6.1: Short Answer Assignment 6.2: Lesson 1 Quiz Assignment 6.3: Lessons 2 and 3 Quiz Assignment 6.4: Discussion History Notebook, Part 2: Unit 6 Notes
<b>7</b>	10-11	Unit 7 Resource Comprehension Check (Non-graded) Assignment 7.1: Short Answer Assignment 7.2: Lesson 1 Quiz Assignment 7.3: Lessons 2 and 3 Quiz Assignment 7.4: Discussion History Notebook, Part 3: Unit 7 Notes



<b>Lesson</b>	<b>Weeks</b>	<b>Assignments</b>
<b>8</b>	11-12	Unit 8 Resource Comprehension Check (Non-graded) Assignment 8.1: Short Answer Assignment 8.2: Lessons 1-3 Quiz Assignment 8.3: Lessons 4 and 5 Quiz Assignment 8.4: Discussion History Notebook, Part 3: Unit 8 Notes
<b>Exam 3</b>		*Exam 3
<b>9</b>	13-14	Unit 9 Resource Comprehension Check (Non-graded) Assignment 9.1: Short Answer Assignment 9.2: Lessons 1 and 2 Quiz Assignment 9.3: Lessons 3 and 4 Quiz Assignment 9.4: Discussion History Notebook, Part 3: Unit 9 Notes
<b>10</b>	15-16	Unit 10 Resource Comprehension Check (Non-graded) Assignment 10.1: Short Answer Assignment 10.2: Chapter 21 Quiz Assignment 10.3: Chapter 22 Quiz Assignment 10.4: Discussion History Notebook, Part 3: Unit 10 Notes Checkpoint 3 (Non-graded)
<b>Exam 4</b>		*Exam 4
		<b>Final Exam</b>

## Course Credit

The course grade will be calculated as follows:

- 50% coursework average;
- 50% summative assessment average, including the final exam;
- A passing course grade is 70 or higher.

Students must attempt all assignments in the course. The final exam will not be available until all assignments have been accepted and graded by the teacher.

Students who score below 70% on the final exam will be eligible for one re-exam opportunity.

The final exam is composed of objective multiple choice questions and short answer/essay questions. The lesson assignments, practice exercises, and review should prepare you for the exam.

## Coursework

The graded assignments within each lesson are formative in nature. This means that they are designed to assist you in applying and demonstrating the lesson concepts, as well as identifying areas in which you need additional review. You may use all the lesson's learning activities to assist you as you complete the graded assignments.

## Summative Assessments

Summative assessments are those that allow you to demonstrate mastery of the course objectives. For summative assessments, you will NOT be allowed to use the learning materials. These are opportunities for you to show what you have learned by that point in the course. Summative assessments may be proctored using the online proctoring system Proctorio. Information about Proctorio is provided in **Remote Proctoring** in the Syllabus section of your course. The summative assessments for this course are as follows:

- Summative Assessments **(20% of Course Grade)**
  - Exam 1 (70 points)
  - Exam 2 (96 points)
  - Exam 3 (91 points)
  - Exam 4 (48 points)
- Summative Final Exam **(30% of Course Grade)**

## Course Completion

- Students may not complete the course in less than 30 days.
- All courses expire six months after the enrollment date.

## Academic Integrity

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

## Student Expectations

You will be expected to log into the Blackboard course regularly to be aware of possible announcements/reminders and to pace your progress in the course.

Students are expected to maintain an online environment conducive to learning, which includes “netiquette” (Internet etiquette). Please review the basic rules for [Online Discussion Netiquette](#). Ensure that your email messages, discussion board postings, and other electronic communications are thoughtful and respectful. Diverse opinions are welcome in this course, and you are expected to demonstrate an open mind and courtesy when responding to the thoughts and ideas of others.

The following are prohibited:

- making offensive remarks in email or the discussion board;
- using inappropriate language or discussing inappropriate topics online;
- spamming;
- hacking;
- using TTU or Blackboard email or discussion boards for commercial purposes;
- using all caps (considered shouting in online communications); and
- cyber-bullying or online harassment of any type.

Inappropriate behavior shall result in consequences ranging from a request to correct the problem, to removal from the course or even the university, depending on the severity of the behavior. Disciplinary actions will be taken according to the TTU K-12 Student Handbook.

## Communication

- You can expect a reply from your instructor within 2 business days.
- Use the Blackboard Course Messages tool for sending messages to your instructor.

## Submitting Assignments

You will submit all assignments through the Blackboard Assignment Tool, rather than by mail or email.

## Technical Difficulties

### ***Getting Help***

For student assistance with Blackboard, visit [TTU K-12 Support](#).

### ***Computer Problems***

A working computer is necessary for online coursework. Computer problems will not be accepted as a valid reason for failure to complete course activities within the allotted time frame. Identify a second computer, before the course begins, that you can use if you experience computer problems.

### ***Server Problems***

When the Blackboard server needs to be taken down for maintenance, the Blackboard administrator will post an announcement in your course informing you of the time and date. If the server experiences unforeseen problems, your course instructor will notify you.

### ***Lost or Corrupted Files***

You must keep/save a copy of every project/assignment on an external disk or personal computer. In the event of any kind of technology failure (e.g., Blackboard server crash or virus infection, students' own computer problems, loss of files in cyberspace, etc.) or any disputes, the instructor may request or require you to resubmit the files. In some instances, the instructor may need to open another attempt within Blackboard, so communication with your instructor is critical in these circumstances.