



# HIST 1302.003 United States History II

Course Syllabus: Spring 2020

"Northeast Texas Community College exists to provide personal, dynamic learning experiences, empowering students to succeed."

**Dr. Andrew Paul Yox**

**Office:** Humanities 115

**Phone:** 903-434-8229

**Email:** ayox@ntcc.edu

Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Weekends
	2-5 PM NTCC campus	3-5 PM NTCC campus	2-5 PM NTCC campus	3-5 PM NTCC campus	2-5 PM NTCC campus	Call or Email anytime.

The information contained in this syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

**Part 1: NTCC Syllabus in Expected Format p. 1.**

**Part 2: Schedule and Student Success Manual p.7.**

**Catalog Course Description:** 3 credit hours.

Lecture: Three hours of class each week.

A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.

**Required Textbooks Online in Blackboard:**

Davidson et. al, *Experience History*. Publisher: McGraw Hill. Let me know asap if this textbook is not accessible from the Landing Page of our Blackboard site for you.

Yox, *The Promise of Student Scholarship*, 2019 (I will distribute free hard copies to each of you as well).

**Required Consultation of Sources:**

Plan to consult six books, articles, and other sources written or produced by experts (Secondary Sources). Use at least two of these extensively. Utilize at least two Primary Sources such as old photographs (on Google Images); YouTube documentaries; newspaper articles such as those available through the online *Portal to Texas History*; interviews with older people including possibly your grandmother, or father; autobiographies or compilations of eyewitness accounts often available very cheaply for purchase online, or through <Google Books>.

### **State Mandated Course Objectives:**

At the close of this course, students should be able to:

- 1. Create an argument through the use of historical evidence (CO 1).**
- 2. Analyze and interpret primary and secondary sources (CO 2).**
- 3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States History (CO 3).**

### **Tools of Assessment: NTCC Departmental Evaluation:**

At the close of this course, students should be able to:

1. Students should be able to employ appropriate methods and technologies to conduct basic research on historical concepts, figures, events, and topics related to U.S. history since 1877.
2. Students should be able to recognize and understand the significance of key historical figures, events and concepts related to U.S. history since 1877.
3. Students should be able to recognize and assume responsibility as a citizen by learning to think independently, by engaging in public discourse and debate, and obtaining information about and maintaining an understanding of current events and their relationship to the past.

### **Use of Syllabus, List of Key Specifics, and my “Promise of Student Scholarship” booklet in this Course:**

The first part of the **Syllabus** here contains all the standard parts of an NTCC syllabus in their correct order. This includes a statement about the grading system used in this course, and college guidelines. The second half contains a schedule, rubrics, and other information to enhance your success.

The assigned booklet, **The Promise of Student Scholarship**, explains the rationale for the

emphasis on the research paper in this course. For students facing taut schedules, pp. 15, 18, 26-39 will be most helpful in providing examples of weekly homework relating to the 1,100 word or more research paper, and in providing a look at how a superior essay is formed, and what it looks like. This booklet also concludes with a vocabulary chart that should help to clarify definitions and opportunities.

The **List of Key Specifics**, a separate handout, is meant to help you study for the tests. It should also help to increase your fluency, combining the “terms of the course with words of your own.”

**A Superior Essay** is a final handout, designed to show you what a superior essay has in the end, in terms of the elements described in **The Promise of Student Scholarship**.

### **Important Topics and Questions:**

Part I. 1865-1900.

"Why Look at Modern American History?" Does History Matter?

"The 'Forgettable Presidents' of the Late 19th Century," Should we reclaim these "lost" presidents? "Business Titans and the Rise of Corporate America" How important is money in our society? "The Golden Age of American Morality: Victorian Culture" Was Victorianism idealistic or foolish? "Populist Revolt" Are we better off now that the family farmers lost their struggle?

Part II. 1900-1929.

"The Progressive Imperative to Save the City" What problems can our society solve? "Progressive Presidents" How might we consider the rise of the American state and liberalism? "American Imperialism 1890-1917" Can a democracy engage in a rational foreign policy? "Wilson's Great Quest to Win the World for Democracy" Was our entry in this war noble? "Jazz Age Culture (1920s)" Is a stronger mainstream culture good for America?

Part III. 1930-2000.

"The New Deal" Did the New Deal solve the problems it was created to address? Was it worth it? "The Anxieties of America in the Depression" Does the American system depend on threats? "World War Two: America's Ultimate Challenge" How did the U.S. win, losing relatively so few?

"The Cold War" Does the United States incite modern terror?

"The Eisenhower Years" Is modern civilization capable of solving modern existential dilemmas?

"The Civil Rights Movement" How necessary is agitation in the attainment of social goals?

"Kennedy and Johnson (1960s)" Did the 'Great Society' vision contain the seeds of failure?

"Vietnam and the Counterculture" Did anyone win the cultural wars of the 1960s?

"Special Session: Debating the 1960s" War, drugs, sex. Be a 1960s personality; express yourself.

"Nixon through Clinton" Does Presidential leadership make a difference?

"Modern Topics" Will the United States get better or worse?

"Trends in Religion" Can we speak of a secularization of modern American society?

## Withdrawals

Course type	Section	Census*	Last day for W
16-weeks		2/5/2020	4/9/2020

## Evaluation/Grading Policy:

Four Major Grades contribute equally (25 percent each) to the Final Grade:

- I. Class Grade. Includes online participation, and attendance.
- II. Early Tests Grade. Includes Unit Tests One and Two. First half of course. Chapters, 18-24.
- III. Final Exam. Includes last half of course. Chapters 25-32.
- IV. Final Research Essay (at least 1,100 words on a topic in modern American history).

Sections I and II above are determined by a compilation of Minor Grades:

- A. Section I is determined by the average of the following scores:

Your ideophany, or alternate homework scores due each Sunday at 6PM, in-class quizzes which might be included along with your ideophany scores (15 scores), your rough draft (weighted 3 times) and attendance (weighted 4 times). (Encounter (weighted 3 times). Attendance is the percentage of classes attended

- B. Section II is determined by the average of the first two test scores

If you do not email me at [ayox@ntcc.edu](mailto:ayox@ntcc.edu) about the reason for your absence before a given class begins with a test or quiz, or an assignment is due, you can lose points at a rate of one per day until assignments are made up. Missed tests can always be taken at the Testing Center at the NTCC main campus.

## Tests/Exams:

First Test over Unit I. The Gilded Age 1865-1900. Chapters 18-21 in Text.

Second Test over Unit II. Progressivism through the 1920s. Chapters 22-24 in Text.

Finals Week over Part III. 1933 to the Present. Chapters 25-32 in Text.

## Assignments:

Part I.

Chapters 18-21 in *Experience History*

Part II.

Chapters 22-24 in *Experience History*

Part III.

Chapters 25-32 in *Experience History*

### **Other Course Requirements:**

A 1,100-word Research Paper must concern a topic in modern United States history 1877 to the present. We will work in class, and in one-on-one mentoring sessions to help make your paper conceptually alive, and interesting. The purpose of my comments on your rough draft will be to show exactly what you need to do to get a high-A. Please note that in this endeavor, regurgitations of what has already been written is not helpful, and that anyone concerned with doing something right, new, useful, and better will want to be original. The paper, at the very least, needs to be in your own words. Avoid large quotations, and indeed quotations of any kind unless you are willing to set a quote on a pedestal, and talk about it in words of your own at least as long as the quote itself. (Quotes are not counted as part of the needed 1,100 words). Studies have indicated that most students will not only quote and cite (which is legal) but also lift material from other sources, without using quotation marks, implying that the lifted work is their own. This latter practice is stealing, a crime in public life known as plagiarism. In fact, handing the same paper in for two different courses is also plagiarism! To diminish current levels of plagiarism, we have Turnitin.com, a site that will provide us feedback with every homework assignment and at the time of your trial draft. Be sure you understand what the duplication score is all about. You don't want a 20 percent or higher match between your paper and other sources! Turnitin.com will identify, and help you to eliminate copied elements. If you hand in a final draft for the first time on Turnitin.com, and it turns out that your paper contains copied elements that are obvious, lengthy, and placed in the body of your essay, you will receive an 'F' in the course, being charged in this case, for plagiarism. Of course, we will work together throughout the course, with the ideophanies, drafts, and one-on-one in special mentoring sessions to make sure this does not happen.

### **Student Responsibilities/Expectations:**

Read the course **Syllabus** for the basic requirements and grading policy of the course. Read the **Promise of Student Scholarship** for help with the research paper.

### **Other Course Policies, and Opportunities:**

Library Card: If you do not have a library card, please apply for a library card at our NTCC library or other local libraries in the first week, so that you can take advantage of its online, and real-book resources to do research. One can usually use online resources of the NTCC library though your

portal with the same user and password.

**First Draft and Final Draft:** You will be asked to complete a First Draft of your research paper two weeks before the Final Draft is due. The Final Draft for the research paper is due on the day grades close, so getting the paper late will result in an incomplete for the course.

Suppose you are unhappy with the results of your First Draft. Feel free to upload more than one draft. Keep in touch with me through email at ayox@ntcc.edu to obtain quicker feedback. One purpose of the First Draft is to get enough feedback so that you can gain a clear idea of how to earn the grade you want to achieve.

**Bonnie Spencer Contest:** We have an annual contest in history in May with \$100 as the first-prize for the best essay in history. See me if you are interested!

**McGraw Hill Poster Contest:** We have an annual poster contest at the end of the first week in May. First Prize is \$400. It is very competitive as all of the college's honors students have to participate. However please contact me if you are interested!

**Honors Component:**\* This course has an optional honors component. In these days when university admissions officers can often spot "easy classes," an 'H' on your transcript furnishes proof that you have not simply taken a few obvious multiple choice tests, and can creatively go beyond normal expectations. For our course, a fifteen- rather than five-page research paper, and one on Texas History would constitute an Honors-level achievement. Obtaining an 'A' or 'B' on the paper would constitute the grade of 'H' that would appear on your transcripts. Such a grade could also be a step in the direction of joining NTCC's prize-winning honors program, and submitting your work for the Caldwell prize in Texas History. Excellent students interested in being a part of the Honors Program, may have the final paper requirements waived so that they can compete in NTCC's McGraw-Hill, end-of-the-year student poster contest.

\*Since 2010, NTCC has averaged over one full-ride (\$120,000 for three years) scholarship every year. All nine of the winners—Clara Ramirez, Stephani Calderon, Stephen Milburn, Matthew Jordan, Kayleah Cumpian, Angelica Fuentes, Jessica Velazquez, Alicia Cantrell, and Brenda Godoy completed major projects in history that helped win these scholarships. See me if you would like to be in our honors program, or compete in our honors poster contest at the end of the year.

**NTCC Academic Honesty Statement:**

"Students are expected to complete course work in an honest manner, using their intellects and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. NTCC upholds the highest standards of academic integrity. This course will follow the NTCC Academic Honesty policy stated in the Student Handbook."

### **Academic Ethics**

The college expects all students to engage in academic pursuits in a manner that is beyond reproach. Students are expected to maintain complete honesty and integrity in their academic pursuit. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. Refer to the student handbook for more information on this subject.

### **ADA Statement:**

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to request accommodations. An appointment can be made with Katherine Belew, Academic Advisor/Coordinator of Special Populations located in Student Services. She can be reached at 903-434-8264. For more information and to obtain a copy of the Request for Accommodations, please refer to the NTCC website - Special Populations.

### **Family Educational Rights and Privacy Act (FERPA):**

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

## **PART 2. SCHEDULE AND STUDENT SUCCESS HANDBOOK**

### **Below you will find:**

- |      |                                    |        |
|------|------------------------------------|--------|
| I.   | What is in this for me?            | p. 8.  |
| II.  | Blackboard.                        | P. 12. |
| III. | Expectations, Support and Feedback | p. 12. |
| IV.  | Grading: Requirements, and Rubrics | p. 13. |
| V.   | How to Succeed in 1302             | p. 18. |
| VI.  | Examples of Test Responses         | p. 19. |

VII.	Exam Success Manual	p. 21.
VIII.	What if I perform poorly or am falling behind?	p. 22.
IX.	Format for Endnotes	p. 22.
X.	Course Schedule Overview	p. 24.

## I. WHAT'S IN THIS FOR ME?

- A. I hope that you will consider this course as an ongoing opportunity for citations that could benefit your résumé! Consider the 3 state-mandated course objectives (COs) that govern what we do in this class. Can we not also see in them remarkable opportunities to become more employable, and more convincing, as well as more helpful and interesting to others? Each of these objectives points to significant capabilities that can help us through life.
- B. Here we consider our chance to develop **four** talents in our course, based on these objectives: **conceptualization**, **expertise**, **analysis**, and **fast-fidelity recall**.
1. We notice the first objective—"create an argument." Some of us have perhaps never yet written a true, thesis-driven essay, a paper governed by an idea. This is quite OK—I am confident that each of you has maintained an argument with someone; thus you can write a thesis-driven essay! Others have perhaps written works with a **Disparate Reasoning** style. This "almost-there" approach begins correctly with a good primary question. But Disparate Reasoning in essence creates not one but several arguments, usually in the guise of providing "three good reasons" and ending there. In this class, we will hope to cover the course objective and more through **Conceptualization**. Conceptualization involves condensing an essay's argument into a concept. A concept is a one-to-three-word crystallization of your answer. It is a most terse summary to the fundamental question your essay addresses. Concepts are the chromosomes of the Information Age, the ultimate knowledge carriers. With conceptualization, your essay—due at the end of the term--will obtain a very high signal-to-noise ratio! You will be able to communicate your idea with ease, in ways that will inspire others to accept and retain it. We will work on developing your governing concept, relating it to the main sub-arguments of your essay through mentoring, and a stage-by-stage approach to building your essay. All of my lectures will be conceptualized so that you will better know what we want. All of our exam questions will provide opportunities for conceptualization (See "The Promise of Student Scholarship" for help with conceptualization).
  2. The second mandated state objective (CO) above involves analysis of secondary and primary sources. In line with the idea of "analysis" are many newly emerging occupations: data analyst, business analyst, systems analyst. Common to all is a willingness to acquire **expertise** in a delineated area, by amassing relevant data (a domain), posing questions, and dealing with what we note above are both **"secondary" and "primary" sources**. **An Expert both knows** what other "experts" have argued about a certain problem (**secondary sources**) and



what people who experienced that problem first hand, have said, or experienced (**primary sources**). Having **expertise** in an area is a wonderful ability, because it gets you hired. Often a successful letter of application, in fact, exudes the expertise to suggest to the employer what really is needed in the position that is open. Acquiring expertise enlivens conversations, enables us to better address existential predicaments, and allows us to better help others. Our second course objective will again relate to our research essay, where the ideal is to establish your “expertise” over a given area (domain). Never underestimate what latent potential lies behind “expertise” in our modern, information age. Expertise here in NTCC history classes has been commoditized for major student scholarships and benefits.<sup>1</sup> I believe one can always leverage expertise for some benefit.

3. The third basic objective of this course again involves the word, ‘**analysis**’ (above). Seeing this term used a second time in this manner by our state’s Coordinating Board for Higher Education assures us that the word has become something of a slogan. What does it mean? **Analysis involves the use of a Question and Answer (Q&A)<sup>2</sup> format to explore and interpret the data of a domain.<sup>3</sup>** You have a body of knowledge for the first test consisting of specifics, generalities, and concepts. One has to organize this in some way, toggling from one knowledge element to the other to discover their relationships. This ordering best occurs through Q&A. You ask questions like: What were the major events of this time period, covered for the first test? Who were the major personalities? How were they different from one another? Can they be organized in groups? As you answer the questions, and generate questions from your answers, you are truly analyzing and thus interpreting or exploring a specific region of knowledge.

It is at best debatable whether a multiple-choice test, for example, could involve true analysis. Most often, in these kind of tests, students merely seek answers which often could be googled in a few seconds. Central to the idea of performing analysis is *your ability to pose your own questions*. This is precisely where arguments for superintelligence—begin. Those who believe in the boundless knowledge potential of computers must show how computers can begin to address their own questions based on emergent problems. In any case, we will aim to advance our research papers, and perform true analysis as specified in our Course Objectives (COs) by performing “ideophanies.” This word is not in a dictionary, and was coined here at NTCC. The specific meaning we will give to it in this course is: An ideophany is an analytical exercise which searches for a usable idea or concept. In our course, it will consist of the following elements: 1) a question you pose about your research. 2) ten specifics, 3) a citation, 4) at least 150 words and 5) an answer at the end in the form of a concept. Please consult “The Promise of Student Scholarship” with questions. See the examples of ideophanies on pp. 29-32 in the

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<sup>1</sup> Since 2010, NTCC has averaged over one full-ride (\$120,000 for three years) scholarship every year. All nine of the winners—Clara Ramirez, Stephani Calderon, Stephen Milburn, Matthew Jordan, Kayleah Cumpian, Angelica Fuentes, Jessica Velazquez, Alicia Cantrell, and Brenda Godoy completed major research essays in history that helped win these scholarships. See me if you would like to be in our honors program, or compete in our honors poster contest at the end of the year.

<sup>2</sup> By Q&A, I mean ‘question and answer’. Q&A is so important to scholarship that it abbreviation comes in very handy.

<sup>3</sup> By ‘domain’ I mean the body of available knowledge on a given subject.

“Promise” booklet. Note the presence of *all five elements* in each. We will also discuss this.

4. In the pursuit of **analyzing a subject**, a student has to understand or know clearly on a more basic level the facts, or what we will call the “specifics of the course.” Specifics are factual elements that are singular, apt<sup>4</sup> and out-of-the-ordinary. In Biology 1406, a student simply has to know specifics such as **covalent bonding, glycolysis, and epistasis**.<sup>5</sup> In our course, knowing certain key specifics allows one to address all the test questions that can be addressed about the course material. In other words, our analysis, our answers and interpretations lack all value unless they are backed with specifics. To make this easier, I will provide you with “100 orbital specifics,” that is, main factual elements that we will see a lot of, though in different guises, in the text, lectures and tests.<sup>6</sup> Hopefully they will revolve around and around your consciousness—in the text, in the lectures, and on tests. You do not have to memorize the particular specifics I give you per se—you might have others that you prefer to learn and use. But every student should consider it a given that they will memorize 100 specifics. This will allow one to analyze all the basic test questions of modern American history, and expand your capacity to remember specifics outside of History 1302.

**The improvement of memory** is a fundamental goal of all education. **Memory is the muscle of education; the more you use it, the better you will be.** In this course we will consider two different types of recall: Eidetic, and Memorative. With eidetic recall, we link specifics with images. So say you have to memorize the presidents of the late-nineteenth century. Picture a gran-ite (Grant) boulder, hay (Hays), a field of cars (Garfield) a female artist (Art Her or Arthur) a land of clover (Cleveland) and a sun with hairy beams (Harrison), and you have it! You won’t forget it.

“Memorative” recall holds specifics in mind by relating them to other elements of knowledge we already know. If you know that “conservative” implies honoring the system as it is and being skeptical of innovation, we will have a good label we can attach to all the above presidents. If we know that American elections occur every four years, and know the order of the Presidents, we can much more easily construct a timeline. Timelines, in turn, are great, because we can often “analyze” an event by explaining what came before it. So the more we know, the more we can relate to the object of what we are trying to memorize, and the better we will retain it.

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<sup>4</sup> By “apt” we mean appropriate or basic to the course.

<sup>5</sup> Notice that these terms are “out of the ordinary.” By the time you take Biology 1406, you will not impress your professor by relaying the facts that plants need Carbon Dioxide, or that we break down sugars to get energy, or that water is an impressive substance. We learned these facts in sixth grade. Rather you will want to increase the specificity of your discourse, discussing factual elements like “Photo-System B,” and the “dipole nature” of water.

<sup>6</sup> I call these “orbital specifics” because they will appear often in the course, “revolving around” the text, lectures, and tests. We will also have 20 inner-orbital specifics that will appear on a final course evaluation and be most basic to the course. These are: Urbanization, the Gilded Age, Andrew Carnegie, the Populists, the Spanish-American War, Progressivism, Theodore Roosevelt, Woodrow Wilson, 1914 Entry into World War I, Treaty of Versailles, Causes of the Great Depression, the New Deal, Pearl Harbor, Dwight Eisenhower, the Atomic Bomb, Containment, Brown vs. the Board Vietnam, and John Kennedy.

In addition to developing basic talents, History 1302 increases our perspective. Your knowledge bank, more important than any bank account, should contribute to your personal success, and the successful application of your talents in group, community, and national (patriotic) service. Below we consider the topics we will cover in 1302, and some ways they relate to questions of larger significance.

1. Why History?	Conceptualized Stories, as the ultimate knowledge carriers
2. L 19 <sup>th</sup> Cent. Presidents	Transactional vs. Transformative Leadership
3. L 19 <sup>th</sup> Cent. Entrepreneurs	How to Succeed Economically in Life
4. Victorian Culture	Your stance on the role of public virtue
5. Workers	How to Cope when the Structure is bad in the City
6. Farmers	How to Cope when the Structure is bad in the Country
7. Progressivism	How do you go about changing something?
8. Progressive Presidents	Leadership Part. 2. Charisma
9. Imperialism	Your stance on American Foreign Policy
10. World War I	Your viewpoint on America Intervening in foreign wars
11. 1920s Jazz Age	Your stance on the decline of public morality
12. The New Deal	Using the New Deal Baseline: Are you a Liberal or a Conservative?
13. Isolationism	The perils of retreating from the world.
14. World War II	Evaluating the meaning of war as a social experience.
15. Cold War	Contemplating how to prevent Superpowers from destroying the earth
16. 1950s	Evaluate the impact of Affluence, and Consensus in American life.
17. Great Society	Are you a Liberal or a Conservative (Pt. 2)? Using the Great Society as a case, why?
18. Vietnam & Counterculture	Entertaining the Idea of Dissent in American Society
19. Simulation	Showing empathy for a person unlike yourself
20. Modern Presidents	Leadership, Pt. 3. The Best and the Worst.
21. Modern Problems	Being conversant on today's issues from the context of the recent past
22. Religion in Modern America	Articulating your Ultimate Concern in life.

Finally, history is a discipline with unique attributes which I hope you will enjoy. Mathematicians and Physicists appear to do the best on MCAT tests for Medical School, because they are superb analysts. But what discipline publishes the most books, even more than professors of English? History does. Why? First, because where sciences master theories, historians must master the “story.” Stories are “destiny templates.” They interest us because we are all concerned with that scientifically uncharted realm of life known as “our future.” Second, where other disciplines rely on measurable data for their analysis, historians probe what people try to conceal, and that which remains largely unmeasured and personal. People living in the present do not like to give themselves away. Historians, however, more than any other discipline, open the door to the cellar of shame. We love to get at the rumors, gossip, and secrets that people hide. And whereas contemporaries do a great job of hiding all kinds of facts and events, corpses are not so clever.

## II. Blackboard

Our class blackboard site has the browse buttons to submit our weekly Sunday at 6PM homework, and to upload the April draft, trial drafts, and the Final Draft in May. You can also check the grade center for your running averages. Our Black Board landing page also has collections of PowerPoints for each lecture, the key orbital specifics for the class, examples of quality essays, and other hopefully helpful but optional materials. Let me know at [ayox@ntcc.edu](mailto:ayox@ntcc.edu) how I can get Blackboard to further serve you, or help you with this course.

## III. Expectations, Support and Feedback:

**A.** By the end of this course, the student will:

1. Have a conceptualized, thesis-centered research essay that will meet the first course objective (CO) above, and form a template for your written works of research at the university level, and beyond.
2. Have established an area of expertise over secondary and primary source material, meeting the second CO above.
3. Have a mastery of at least 150 specifics which will enable the student to analyze all the basic problems of American History (We will break this up; attempting to master 25 specifics for each of the three exams, as well as at least 75 others on online assignments), meeting the third CO above.

**B.** To support these above attainments, I your instructor will be providing:

1. Several sessions of face-to-face personalized mentoring with you, during class times.

2. Periodic e-mentoring. I would so appreciate it if you could keep all of your writings about your research paper, and all of my responses together. If you can do this we can play “portfolio tag” where we can communicate by email, back and forth, and then get the best perspective on your research paper.
3. Conceptualized Lectures to exhibit what we want with your essays.
4. Concrete suggestions, an example of a superior essay, and classroom assignments/games to develop your research domain and expertise.
5. Lists of “Key Specifics” for the course. This should help with exam preparation.
6. Online Quizlet games to help test your knowledge of these course specifics.
7. Grading Rubrics, and online help-sheets available in Blackboard
8. Suggestions for ways to improve your memory through Eidetic and Memorative Recall.
9. Examples online of the kind of questions you will encounter, and how to ace tests, and assignments.
10. Online lectures, lecture notes, and lecture transcripts, as well as other information sources for our tests and assignments on our Black Board site.

C. Feedback. I will aim to provide feedback on all Blackboard homework assignments within five days after completion. More measured responses can occur through emails, and the portfolio.

## IV. Grading and Rubrics:

A. Recall from above the way grades are determined.

Four Major Grades contribute equally (25 percent each) to the Final Grade:

- I. Participation. Includes online participation, and attendance.
- II. Early Tests Grade. Includes Unit Tests One and Two. First half of course. Chapters, 18-24.
- III. Final Exam. Includes last half of course. Chapters 25-32.
- IV. Final Research Essay.

Sections I. and II. Above are determined by a compilation of Minor Grades. Section I, worth 25 percent of the grade, is worth 25 points: the average of your ideophany or homework submissions (15 grades), classroom attendance (percentage present counted 4 times), the Rough Draft (3 grades) of your Research Essay, and our encounter (3 grades). Section II is determined by the average of the first two test scores.

## Grading: How the Average of your 4 Major Grades determines your Final Grade

<i>Final Average</i>	<i>Final Grade</i>	<i>Remarks</i>
90-100	A	Excellent
80-89	B	Good
70-79	C	Average
60-69	D	Below Average, But Passing
50-59	F	Failing

### B. Rubrics:

#### 1. Rubric for Weekly Sunday@6 Assignments:

##### Ideophanies: 100 Points.

**25 Points. Question and Concept.** Is the question of your ideophany stated on top in bold? Is there a concept name at the end? These elements are expected. Are the questions new, interesting, comparative, difficult, original, bold, or promising of some new insight or idea? Or are the questions simply meant to initiate a stream of easily accessible facts, or details, perhaps facts covered in a previous homework assignment? Is the student making an honest effort to answer the question? Does the student summarize the essay's answer to the questions in a one-to-four-word concept placed in bold at the end of each essay? Is the chosen concept very creative?

**25 pts. 150-Word Contribution.** Does the ideophany have at least 150 words without a plagiarism duplication score of over 20 percent? We need 1,100 words by the beginning of April for the trial draft. 150 words per week will give you at least 1,500 words to draw from for this. From this base, you can take the most appropriate information, and writing the draft should be a cinch.

**25 pts. 10 Specifics.** Are there at least ten specifics in the ideophany? Are they highlighted, or underlined, or identified by the student in some way? Specifics again are details that are singular, apt, and out of the ordinary. Specifics are dates, names, and terms such as 'John Harvey Kellogg', '1921', and 'Spanish American War'—not 'school,' 'a long time ago,' or a 'woman'.

**10 pts. The Correct End Note.** Is the citation in the correct format? I will allow other formats but will encourage the endnote. See Texas History Endnote

Form below.

**15 pts. Staying with It.** Has the student been opening the professor's responses to the homework? Is the student responding to remediation by the professor? Is the student using at least two primary sources by week 5?

## 2. Rubric for the three, In-Class Essay Tests:

**A: 90-100.** The student addresses the questions with arguments, and maintains a point of view. At least 25 correct specifics are in the test, that are underlined or in color. The student uses "connecting sentences" (help the student response link better with the question)<sup>7</sup> and keywords in the question, or similitudes of the same to stay connected to the question. The student has memorized the content of specifics and concepts correctly. There are at least a good four pages in terms of quantity. The student shows they can address questions about the material, and therefore can analyze, and have analyzed the period under review. Some new concepts or ideas of the student, perhaps addressing the question about the student's research paper are in evidence.

**B: 80-89.** There is a less impressive analytical thrust. The student is using the questions as points of departure, rather than seriously answering them with arguments that are maintained. There are at least 20-24 correct specifics in the test. The student uses the details well, and errors of fact are minimal. There are at least three pages in quantity.

**C: 70-79.** There are over 15 viable specifics in the test and over two pages. There may be prominent errors, and problems with memory but these are canceled out with correct specifics. The responses are sometimes wide of the mark, and blatantly under thought.

**D: 60-69.** The student has attempted to salvage the exam. After errors are subtracted from correct specifics, there is still a sum of at least eight viable specifics.

**F: 0-59.** The student has under eight viable specifics on the entire exam.

### B Unit Values for Essay Test:

60 points: N of specifics. Having at least 25 correct specifics is a perfect score.

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<sup>7</sup> Suppose I ask how nature made human settlement difficult in Texas. But you have blanked out about the natural challenges of Texas, and remember only the stuff on Indians. You need a "connecting sentence" that can align what you know with what is being asked! It could come in the form of: "Texas was such a challenge that it took its first inhabitants time to equal what other civilizations had done." For example, Neolithic age in Texas did not start until 800 AD. In this case, the sentence above starting with "Texas" sets up your answer as pertinent and capable of scoring more points.

20 points: Engages Questions  
20 points: Maintains Arguments

### 3. Rubric for the Research Essays

**A. First Draft:** If the student can hand in a 1,100-word essay that concerns History 1302, with at least two primary sources, and five citations (can be taken direct from ideography homework), on time, they will receive a 100.

If for whatever reason, the student fails to implement the above, it will be graded as a final essay below.

#### **B. May. Final Essay. Outcomes and Grades.**

**A: 90-105.** There is a creative argument or thesis which is supported throughout the essay. The essay is revelatory. There are signs of creative conceptualization. Specifics are as numerous as sentences. There are at least 1,100 words. The paper has a focus, and at least eight properly cited endnotes with at least two primary sources and six secondary sources. The Introduction and Conclusion of the paper are winsome, and inspiring. It is obvious the author has improved the paper from previous drafts. The duplication score in Turnitin.com is under 20 percent.

The presence of a great story, with danger, and suspense, along with conceptual sophistication, could increase the score to the 100-105 range for a super-A! Each semester, there are students here at NTCC who can and have done this. I will working with each of you to help obtain this optimal result.

**B: 80-89.** There is a main concept or motif, but it is not surprising, or controlling. The paper has a unique, definitive or innovative focus that is maintained. The paper has over 1,100 words, and there is a specific every sentence. There are at least five citations, and the use of at least two primary sources. Ultimate responses pertaining to the worth of topic and thesis are not very thought out. The author has made a few upgrades since November. The duplication score is under 20 percent.

**C: 70-79.** There is over 1,000 words, and at least three endnotes. The writing tends to be very expository, reflective of other works. There is no evidence yet of a creative argument, at least not one that shows potential of being sustained. There is a potential argument. The paper rests precariously on only one primary source, though it still has citations. There is no real progress since last month. This kind of essay, if it were to be printed, would have the worth of a used candy wrapper. The duplication score is under 20 percent.



**D: 60-69.** There is over 750 words, and at least two endnotes. There is no evidence of an argument.

**F: 0-59.** The essay is over 20 percent plagiarized. Sentences lack specifics.

#### **In Terms of Values:**

**25 Points:** Thesis Development (Creative Argument), and conceptualization.

**25 Points:** Presence of a good story, interesting focus, and other unique, special, or vital elements.

**20 Points:** Introduction and Conclusion deal with ultimate questions, inspiring readers.

**30 Points:** Mastery of Primary and Secondary Sources

#### **4. In Class Quizzes:**

In-class quizzes might be given. They will be announced, and will have the weight of a typical homework grade. They will consist in a student showing they know basic specifics for an upcoming test.

#### **5. Role-Playing Encounter in April on the 1960s: You are a famous person from the 1960s in class!**

**A: 90-100:** Student is obviously keyed to talk at length about something. The student provides helpful hints (by dressing up, modeling some action, handing out something, being very articulate, or?) so everyone in the class can remember his or her name and something about them. The student is willing to argue with/question/engage opponents from other teams in some manner. The student is part of a team effort, part of a plot to upstage another team/help their own team to be better known, or better identified. The student supplies a clever crossover from another course in the college such as when Ronald Reagan tells Jerry Rubin: “America supplied you with the conditions to make **chemiosmotic phosphorylation work for you**, so you could be a success. Instead you chose to smell like Cheetah, have hair like Jane, and go part nude like Tarzan.” The student shows no tendency to escape the conversation by staring into a laptop or electrical device. S(he) strives to upgrade the conversation, and includes a specific in every sentence. The state of knowledge is so good that the student rarely refers to a help sheet, and never when talking. What the student doesn’t know about her or his character is surmised (Educated guesses are made: I can help correct imprecision here).

**B: 80-89:** Student knows something of her or his character, and speaks at least four

times. But is generally willing to let others take the initiative. There is no effort to raise any interesting points, no especially memorable formulations. Student speaks at least 10 specifics. Student does make the effort to communicate the name and role of his or her character in a memorable way. When he or she speaks to the class, eye contact is maintained. There is still no need to read anything.

**C: 70-79:** Student has something to say from memory, but nothing memorable or helpful. His or her discourse lacks specifics except perhaps when reading something. And reading from notes is discouraged unless it is particularly pertinent. The student is unable to defend one's character when criticism mounts. Student conveys less than 10 specifics, but more than 5.

**D: 60-69:** Student seems unprepared, and at best makes last-minute improvisations to sound authentic. The student does not participate in the discussion, but looks away, desiring only to find something to say. Only a few specifics are conveyed.

**F: 50-59:** the student is either absent in spirit or body.

## V. How to Succeed in History 1302

### Brief Version

- A. Devote at least 3 hours each week to reading, and the organization of your knowledge in the course; and 3 hours on your research paper (more if you would like to win a \$550 poster prize in April, a Bonnie Spencer Award (\$100) or obtain an 'H' for honors credit).
- B. Decide on a general topic for your research paper you enjoy. Ask me ([ayox@ntcc.edu](mailto:ayox@ntcc.edu)) how you might relate your interest (in whatever) to modern American history. Take notes over eyewitness accounts as well as the accounts of experts about your topic. Formulate a lot of basic questions about your topic, as questions are the freeways of creative thought.<sup>8</sup> Conceptualize your answers. Name them. Write. Re-Write. Ask for help (Me! or College supplied tutor, or?). Edit away the bad. Keep that which supports your thesis—the answer to your question. If you can sustain a thesis for 1,100 words over your own unique subject or domain, you will receive an 'A'.

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<sup>8</sup> Before 1960, the best United States roads were still highways which involved counter traffic, causing accidents and slowdowns. Freeways, after 1960, generally allowed for swifter, easier traveling. Likewise, once you have a viable question, you can focus your research in such a way as to eliminate extra work, and slowdowns of uncertainty. Dealing with your own questions and concepts is a sure way to avoid fatal collisions involving plagiarism, or truisms. Plagiarism involves using the texts of others, and is a crime. Truisms are statements that are trite or un-original. Since encyclopedias provide basic facts, truisms often waste time.

- C. Digest Course Rubrics (above), and what is needed.
- D. Keep Up with participation. The mark of an 'A Student' is keeping up with this syllabus, and our two sessions per week. They are designed to insure you meet the course objectives, and receive the highest possible grade for your efforts. Nearly every student who falls behind receives a bad grade, or an incomplete. Nearly every student who keeps up receives a B or better.

## VI. Examples of Test Responses

### Superior, Mediocre, and Poor

*In History 1302 you will do very well on tests if you can address questions bringing in relevant specifics.*

*The response to question #1 below has produced 16 of the 25 specifics (64/100) we hope to see on a quarterly test/exam or Final. Moreover the response addresses the question successfully. Note how the keyword, 'influence' which appears in the question is repeated in the response, as well as antonyms or synonyms of 'influence,' such as 'weakness', 'powerful', or 'passive'. These keywords are underlined. This use of keywords work powerfully to keep the answer relevant to the question. This is exactly the kind of technique you will want to use in interviews, in addressing requests for information by employers, or in helping a physician to figure out what may be wrong with a member of your family.*

*Note how in the second paragraph, the student appears stumped as to how to continue. By use of a connecting phrase—"by those who the public really resented"--the student can apply a knowledge of populism to the question.*

*Note how each sentence aims to increase the point total with specifics that are in bold letters. It is helpful when students make specifics stand out in some way, both for you and me. Consider using colors, or underlining to accent specifics. Finally, see how a final paragraph scores 4/100 more points not with historical specifics, but with concepts that the student has made. The concepts are in italics and include new constructions such as: Corporate Overcontrol and Bystander Leaders.*

The response to question 2 shows what happens when the student uses neither keywords, nor connecting sentences. The answer is not addressing the question, and the specifics count only half as much.

The response to question 3 is totally ineffective, and is not scoring points at all. There are no specifics from our time period!

*Question #1: Why have many deemed the great business magnates of the late-nineteenth century more influential than the Presidents of that era?*

Answer: The late-nineteenth century Presidents like **U.S. Grant**, and **Rutherford B. Hayes** lacked economic influence. There was no **income tax** yet, so they were economically weak, and didn't have a lot of money to spend. They depended on **tariffs** and land sales. There were no social programs in the late-nineteenth century like **Medicare**, and **Social Security**. Leading industrialists, however, were becoming more powerful.

The power of the industrialists like **Carnegie** and **Rockefeller** is seen by those who the public really resented. **Populists** like **Cyclone Davis** deeply resented leaders like Rockefeller. They saw those in favor of a **gold standard** as trying to take over the country. The Populists were poor farmers with a money fixation. As Rockefeller got **drawbacks** from the railroads, the populists got screwed by these same businesses. **Cotton prices declined**. Farmers got poorer, and less powerful. **J.P Morgan**, at the head of his own New York City bank, got richer and richer.

The industrialists like Rockefeller and Carnegie, however, were gaining great wealth, by monopolizing new needed commodities such as oil and steel. There was a tremendous demand for **kerosene**, and **Bessemer-produced steel**. Tariffs protected their efforts from outside trade, and they faced a minimum of government regulation. In fact, these guys did not even need to pay income taxes....

This condition, where the economic leaders surpassed the political leaders in influence I call *Corporate Overcontrol*. The Presidents in this system were passive. *Bystander Leaders*, waited for something to happen, rather than initiating new developments as Rockefeller and Carnegie did when they enabled better home lighting and skyscrapers.

*Question #2: Who were the best Presidents of the late-nineteenth century?*

Presidents like Grant believed in destiny. He believed that the nation would turn out good without any action on his part. Besides, scandals weakened the Presidency. Grant faced the Whiskey Ring (1875) and Gold Corner scandals. Rutherford B. Hayes came in under a cloud in the 1876 election. Garfield was assassinated. Cleveland was involved in sexual scandals.

*Question #3: How did the Republicans differ from the Democrats during the late-nineteenth century?*

I think there were far too many Republicans in the late-nineteenth century. They did not have the nation's interests at heart. The Democrats were much more concerned about the average person. Many people were starving at this time. The Republicans did not even care.

## VII. Exam Success Manual

Test yourself as soon as you note you have a test on the horizon! Memorizing over a long haul is much easier, more productive, and more retentive, than trying to memorize the night before.

Use my channel on Quizlet. Test yourself. Perhaps you don't gravitate to the "orbital specifics" I have provided. Choose others from the relevant section of the course—in the texts and lectures--that are more relevant or easily accessible to you. You do not have to pick the most commonly cited ones; you may gravitate to others with more relevance to your interests. This is OK! Choose 25 specifics to memorize and test yourself on before each test. Make a map of them on a sheet of paper, relating them in some creative way. Or turn them into your flash cards. Note: you can also use my quizlet site and receive flash cards.

Specialize in five main areas for each exam. Make sure that for each area you have memorized five specifics that you can define (25 in all). Test yourself without looking at your notes. What are these five areas? What are the five specifics per area? What does each mean?

Imagine receiving a question in one of your areas above. (See my file on blackboard on past test questions). Can you respond successfully? Can you relate the question to what you have in terms of memorized specifics? Get used to writing or verbalizing connecting sentences to tie keywords in the question to the material you memorized.

Doodle images for your main specifics or concepts. Eyeball your images, and your memory will be as good as a "steel trap."

Give a lecture while you are walking somewhere or taking a shower. Lecture your dog, and note his or her attention span. Present your ideas, and include specifics.

Record yourself on your laptop,<sup>9</sup> or phone and play your recital of specifics and ideas while washing dishes. You drive in from Diana? Listen.

Note some of the techniques of good test-taking above, and why a student might strike out.

Finally, try to exhibit all you can of what you have learned in our essay tests. It is best if you can address the questions. But by all means, stay until the end, and try for the best quantity, with the densest array of specifics.

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<sup>9</sup> If you have a Macbook, Garage Band has a record feature. With a laptop or pc, *Audacity* is not a bad app.

## VIII. What if I am Performing Poorly or Falling Behind?

Perhaps one of the most critical areas where both students and professors fail is in the area of **early warning**. Professors want to assure students early-on that they can succeed. Students are often willing to attribute an early low test score to something like “bad luck,” or “just not getting the hang of it yet.” The truth is that with the first bad score, or missed assignment, we both need to contemplate seriously what is going wrong. Our semester course is not going to give us generous time-dividends as we approach the end of our study together. If all is not right, we need to give serious thought to: A) How can I change my schedule or approach to make this work? B) What contingency plan can I use in case the same disturbance that caused my first bad score or missed assignment, occurs again?

At the first sign of trouble, I hope you will email me at [ayox@ntcc.edu](mailto:ayox@ntcc.edu), or at least respond to an email, or phone call I send you. Together we hopefully can gravitate to a new strategy that will insure your success.

## IX. End Notes for Texas History Caldwell Awards.

### Examples:

**Artwork:** John Biggerstaff, *The Legend of the Sun* (Painting at the Learning Resource Center at Northeast Texas Community College, dated 1957).

**Book** (the first time you use it): Stanley C. Hopewell, *Jean Laffite, Gentleman Rover* (New Orleans: Hamanson, 1952), 222-224.

**For a Book (using it a second time):** Hopewell, *Jean Laffite*, 223.

**Using the Same Source as the Footnote Above:** Ibid., 52-58.

**Interview:** Interview with John Anderson, former employee of Enron in Houston. At his home in Daingerfield, Texas, 23 September 2012.

**Journal Article:** John Vlach, “The Architecture of Urban Slavery,” *Southwestern*

*Historical Quarterly* 35 (October 1931): 222.

**More than One Source Per Footnote?** Separate by a semi-colon (;).

**Internet Site?** “Cassiano, Jose”<sup>10</sup> *The Handbook of Texas Online*,  
<<http://www.tsha.utexas.edu/handbook etc..html>> [Accessed January 1, 2008].

## X. Schedule:

### ➤ Major Dates:

- A. **Class Census** 5 February (Missing early classes may delete you from the rolls)
- B. **First Test:** 13 February, over chapters: 18-21.
- C. **Second Test:** 10 March, over chapters: 22-25.
- D. **First Draft Due:** 8 April
- E. **Last Day to Withdraw with W:** 9 April
- F. **Final Exam:** To be announced, but during finals week, 12 or 14 May.
- G. **Final Paper Due:** 14 May. 4PM.

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<sup>10</sup> Note first of all that the raised script for both the citation number and the endnote number (that corresponds) is what we want. Use the “insert endnote” icon on your computer and do not do it manually. Also note here that Cassiano is not the author, but the subject of this article. Authors are never put in quotations, only articles and manuscripts, and lesser works of art. Also, Cassiano’s name comes first because this occurs in the Handbook in an encyclopedic order.

## ➤ Schedule at a Glance

Week	Unit	Homework	Reading Text Chapters	Tuesday	Thursday
Jan 20-26	1	150 Words	Syllabus, “Promise” Booklet & 18	Intro	Late 19 <sup>th</sup> Century Presidents
Jan 27-Feb 2	1	150 Words	19	Magnates	Mentoring
Feb 3-9	1	150 Words	20	Workers	Victorians
Feb 10-16	1	150 Words	21	Populists	Test
Feb 17-23	2	150 Words	22	Progressives	Presidential Progressives
Feb 24-Mar 1	2	150 Words	23	Imperialism	World War I
Mar 2-8	2	150 Words	24	Mentoring	1920s
Mar 9-15	2-3	150 Words	25	Test	New Deal
Mar 23-29	3	150 Words	26	Isolationism	World War II
Mar 30- Ap 5	3	150 Words	27	Mentoring	Cold War
Ap 6-12	3	1,100 Rough Draft	28	1950s	Mentoring
Ap 13-19	3	150 Words	29	Great Society	Vietnam
Ap 20-26	3	150 Words	30	Mentoring	Encounter
Ap 27-May 3	3	150 Words	31	Mentoring	Modern Presidents
May 4-10	3	150 Words	32	Minorities	Religion
May 11-14	3	1,100 Word Essay		Final	Essay Due