

Northern State University  
Aberdeen, SD

History 152 United States History II

N-Number NZM

Spring 2024

**Instructor Information**

Instructor Name: Mr. Steve Morgan

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Phone: 605-995-3034

Office Location: Mitchell High School, Room 206

**Course Information**

**Location:** Mitchell High School – Room 206

**Start Date:** 1/3/2024

**End Date:** 5/16/2024

**Meeting time:** MWF 9:54-11:28

**Credit hours:** Three (3)

**Course/Catalog Description:** U.S. History 152 surveys the development of the United States since the Civil War and Reconstruction.

**Additional Course Description:** This three (3) credit hour course surveys the development of the United States from 1877 to the present day. More specifically, it covers the rise of the United States as an imperial power and then as a world power in the twentieth century. As we cover the Progressive and Prohibition Era, it will focus on the transformation of the United States into a superpower during the last half of the twentieth century. We will finish the semester by covering the challenges the country has experienced in the early years of the 21st century.

**Course Prerequisites:** None

**Required Textbooks and Materials:** Brinkley, Alan, American History: Connecting with the Past, 16th ed., McGraw Hill, ISBN: 978-1-26-601889-3

**Students are required to have a large three-ring binder for this course.**

**Supplemental Text:**

Kennedy, David M., & Bailey, Thomas A., The American Spirit, Vol. 2, 12th ed., Houghton Mifflin, ISBN: 0-618-12217-6

Stacy, Jason, & Heller, Stephen, Documenting United States History, Bedford’s/St. Martin’s, ISBN: 978-1-4576-2012-6

**Technical Requirements:** NA

**Response Time Expectations from Instructor**

**E-mail Response Times:** Within one school day

**Grading Response Times:** Within one week for most assignments and tests; essays and papers will take up to two weeks of response time.

**Course Goals and Objectives**

The goal of this course is to teach both of us more about U.S. History from the beginning of the 20th Century to the present day. We will begin by examining the Jim Crow era, the roots of progressivism, and then experience how the country mobilized for World War I. After that, we will come to understand how the war changed American culture during the 1920’s, and endure the depths of the Great Depression as the United States reluctantly prepared for another world war. The experience of studying World War II will help us comprehend the tensions and attitudes that affected American society during the era of the Cold War (Korea & Vietnam), and shaped our approach to world affairs as well. Finally, we will examine the “Conservative Revolution” of the 1980’s, our involvement in the Middle East during the 1990’s, and how our country has changed since 9-11-2001.

We will study this period in American history in two ways. First, we will examine primary source documents made by people who lived at the time. These documents will include speeches, letters and other written materials. We will use these materials to learn the techniques of historical analysis. By the end of this course, you will have acquired some analytical skills and you will be able to apply them to any kind of evidence in any discipline or work situation. You will not only learn how to find evidence, but also how to use it effectively, and to communicate that knowledge in written and verbal formats. This analysis will occur in a group discussion or as part of your homework assignments. You will be responsible for actively participating in class discussions.

The second way we will examine the history since 1900, is through discussion and what other historians have discovered from their analysis of the same primary documents you are reading. My job will be to put our initial observations into a broader historical context and to identify important themes between different areas, time periods, and topics.

You will be responsible for material from the documents, textbook, class discussion, and anything else brought up in class. You will use this material and your critical thinking skills to write various essays and participate in Socratic seminar discussions throughout the semester. I may assign a participation grade if I feel the class discussions are lacking.

**The objectives for this course are:**

Most of you are taking this course to fulfill system General Education requirements. These courses are required of all students in South Dakota regental institutions (and also nearly every other college on the planet). More specifically, this course meets:

**General Education Goals and Outcomes**

Most of you are taking this course to fulfill system General Education requirements.  These courses are required of all students in South Dakota regental institutions (and also nearly every other college on the planet).  More specifically, this course meets:

System Gen. Ed. Goal #3 Students will understand the diversity and complexity of the human experience through study of the social sciences.

Student Learning Outcomes:

1. Identify and explain basic concepts, terminology, theories and systems of inquiry of the selected social science disciplines.
2. Apply selected social science concepts and theories to contemporary or historical issues from different behavioral, cultural, institutional, temporal, or spatial contexts.
3. Analyze the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts using social science methods and concepts.

**Goal 3 will be assessed during class discussion and by graded assignments. For more information on General Education requirements, see the current course catalog.**

**Instructional Methods**

**The instructional methods used within this course include:**

History 152 is taught as a seminar class. It features reading, writing and discussion of the ideas and content of the material presented. It focuses on getting students to analyze and critically evaluate the events and ideas of the course content.

**Attendance Policy**

**The attendance policy for this course is:**  This is a required class and is the equivalent of a college course. If for some reason you cannot be here for class, contact me immediately.

**Academic Integrity Statement**

Cheating and other forms of academic dishonesty and misconduct run contrary to the purposes of higher education and will not be tolerated. Academic dishonesty includes, but is not limited to, plagiarism, copying answers or work done by another student (either on an exam or an assignment), allowing another student to copy from you, and using unauthorized materials during an exam. Anyone who represents themselves as the author of another person’s ideas and/or language commits academic dishonesty, and more particularly, plagiarism. **THIS INCLUDES LANGUAGE/TEXT GENERATED BY AI (Artificial Intelligence), such as, but not limited to, ChatGPT.** **Thus, if you submit work, in part or in whole, that is not written by you, whether borrowed, bought, stolen, or generated by another person or entity, you may receive a zero (not an F) for the assignment and face further disciplinary action, including immediate failure of the course.** This applies to ALL work for the course, including written exercises as well as essays. To avoid charges of plagiarism, ask for help when you need it, but be sure that the work you submit for a grade represents your effort and learning and not someone else’s. Northern State University's policy and procedures on cheating and academic dishonesty as outlined in the Northern State University Student Handbook apply to this course. The consequences for cheating and academic dishonesty in this class include receiving no or reduced credit for the assignment and failing the course. Students may also fail the course after receiving failing or reduced grades for affected assignments.

See: [SDBOR policy](https://www.sdbor.edu/policy/Documents/2-33.pdf) or the [NSU\_Student\_Handbook\_2023-2024 (northern.edu)](https://apps.northern.edu/flippingbook/NSU_Student_Handbook_2023-2024/)

**Assignments and Evaluation**

A unit test will be given approximately every two to three weeks depending on school schedule and the length of the unit. You will be given a semester grade for your college credit that will be part of your college transcript forever. There will be a comprehensive final exam that will be administered during the regular semester testing schedule in May 2024.

The readings assigned to you throughout the semester will consist of primary source documents. I reserve the right to add additional documents, readings or writing assignments.

**Exams:**

All unit exams will be comprised of multiple choice questions (most made by the textbook company, and a few made by me) with five choices. In addition, each unit test may have a political cartoon and/or a short answer questions from the unit being assessed.

**Document-Based Essay:**

Besides short answer essay questions on unit tests, you will be required to write one complete document-based (DBQ) essay and two partial essays during this semester class. The essay questions will be determined as we progress through the semester.

**Grading Criteria**

**Breakdown of Grading Criteria:**

Your grade will be based on the following percentage breakdown for the semester:

1) 10 primary source packets, totaling at least 70 primary sources, worth approximately 70 to 100 points each packet (800 to 1,000 points)

2) 5 unit tests at approximately 80 points each (500 points)

3) 3 essays, two partial and one complete document-based essay, and other written work, including short answer essay paragraphs, identification terms, and participation in two Socratic seminar discussions (200 to 400 points)

**Grading Scale:**

The following grading scale will be utilized. **Final course grade at the end of the semester will appear on a NSU transcript.**

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69 – 60

F = 59 - ↓

**Americans with Disabilities Act (ADA) Statement**

Northern State University strives to ensure that physical resources, as well as information and communication technologies, are accessible to users in order to provide equal access to all. If you encounter any accessibility issues, you are encouraged to immediately contact the instructor of the course and the Student Accessibility Services (contact information below), who will work to resolve the issue as quickly as possible.

Kelly Weismantel, Assistant Director of Student Accessibility Services  
Student Center Room 240 – 2nd Floor  
Phone 605-626-3007  
Fax 605-626-3399  
Email: [Kelly.weismantel@northern.edu](mailto:Kelly.weismantel@northern.edu)

**Diversity Statement**

Northern State University strives to build an academic community of people from diverse backgrounds and experiences who are committed to sharing diverse ideas in a mutually respectful environment. We value open discourse and consideration of multiple perspectives on issues of regional, national, and international importance, in which individuals are free to express their points of view. Our goal is a diverse learning community with equal opportunity for all.

**Freedom in Learning**

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the academic dean administratively in charge of the class to initiate a review of the evaluation.

**Academic Freedom**

The freedom of faculty to teach the knowledge encompassed by their academic disciplines is vital to successful education and thus must be defended. Under Board of Regents Policy 1:11, “Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of students to freedom in learning. It includes the freedom to perform one's professional duties and to present differing and sometimes controversial points of view, free from reprisal.”

**Academic Success Support**

As your instructor, I am personally committed to supporting your academic success in this course. For that reason, if you demonstrate any academic performance or behavioral problems which may impede your success, I will personally discuss and attempt to resolve the issue with you.

**Tentative Course Schedule**

The tentative schedule for this course is outlined below. Please note the instructor reserves the right to modify the schedule at any time.

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| **DATE** | **CHAPTER** | **CONTENT** |
| Jan. 3-19, 2024 | **Unit 1**  **Jim Crow,**  **The Progressive Era & World War I**  **Brinkley, Chapters 20-21** | People & Events Mentioned:  Muckrakers, the Social Gospel, Women & Reform, Sources of Progressive Reform, Teddy Roosevelt & the Square Deal, TR versus Taft, Woodrow Wilson & the New Freedom, the Great War & American Society, the Fourteen Points, and the Paris Peace Conference  Primary Sources to be Considered:  **Upton Sinclair Exposes the Meat Packers (1906)** Kennedy & Bailey  **Theodore Roosevelt Roasts Muckrakers (1906)** Kennedy & Bailey  **Child Labor in the Coal Mines (1906)** Kennedy & Bailey  **The Triangle Shirtwaist Fire Claims 146 Lives (1911)** Kennedy & Bailey  **Senator Robert Owen Supports Women (1910)**  Kennedy & Bailey  **Representative Claude Kitchin Assails the War Resolution (1917)** Kennedy & Bailey  **Zechariah Chafee Upholds Free Speech (1919)** Kennedy & Bailey  **George Creel Spreads Fear Propaganda (c.1919)** Kennedy & Bailey  **A” Doughboy” Describes the Fighting Front (1918)** Kennedy & Bailey  **Lodge Blames Wilson (1919)** Kennedy & Bailey |
| Jan. 22-Jan 31, 2024 | **Unit 2**  **The 1920’s, The Great Depression & The New Deal**  **Brinkley, Chapters 22-24** | People & Events Mentioned:  The 1920’s, Prohibition, Nativism & the Klan, Harding, Coolidge, Hoover,  the Harlem Renaissance, The Great Crash, The New Deal, American People & Culture during the Depression  Primary Sources to be Considered:  **Walter Lippmann Pleads for Sacco & Vanzetti (1927)** Kennedy & Bailey  **Fiorello La Guardia Pillories Prohibition (1926)** Kennedy & Bailey  **Rumbles of Revolution (1932)** Kennedy & Bailey  **Hoover Clashes with FDR: On Balancing the Budget (1932)** Kennedy & Bailey  **A Salesman Goes on Relief (1930’s)** Kennedy & Bailey  **A Daughter of the Plains Struggles with Dust Storms (1934)**  Kennedy & Bailey  **A Boy in Chicago Writes to President Roosevelt (1936)**  Kennedy & Bailey  **Senator Huey P. Long Wants Every man to Be a King (1934)**  Kennedy & Bailey  **Father Coughlin Demands “Social Justice” (1934-35)**  Kennedy & Bailey  **Norman Thomas Proposes Socialism (1934)**  Kennedy & Bailey  **Dr. Francis E. Townsend Promotes Old-Age Pensions (1933)**  Kennedy & Bailey  **Harold Ickes Defends His Chief (1937)** Kennedy & Bailey  **Dorothy Thompson Dissents (1937)** Kennedy & Bailey  **Republicans Roast Roosevelt (1940)** Kennedy & Bailey |
| Feb. 1-22, 2024 | **Unit 3**  **World War II & the Beginning of the Cold War**  **Brinkley, Chapter 26 & 27** | People & Events Mentioned:  Pearl Harbor, A War on Two Fronts, Americans during World War II, Japanese Re-location, Manhattan Project, Defeat of the Axis Powers, Sources of Soviet & American Tensions, Containment, the Marshall Plan, NATO, the Fair Deal, the Red Scare, McCarthyism, & the Korean War  Primary Sources to be Considered:  **Two Views of Isolationism (1936, 1938)** Kennedy & Bailey  **Charles Lindbergh Argues for Isolation (1941)** Kennedy & Bailey  **Framing the Atlantic Charter (1941)** Kennedy & Bailey  **The *Chicago Tribune* is Outraged (1941)** Kennedy & Bailey  **FDR Proclaims Shoot-at-Sight (1941)** Kennedy & Bailey  **Cordell Hull Justifies His Stand (1948)** Kennedy & Bailey  **A Japanese-American is Convicted (1943)**  Kennedy & Bailey  **A Woman Remembers the World War II (1984)**  Kennedy & Bailey  **Stalin Resents the Delay of the Second Front (1943)**  Kennedy & Bailey  **Cordell Hull Opposes Unconditional Surrender (1948)**  Kennedy & Bailey  **Japan’s Horrified Reaction at the Bomb (1945)**  Kennedy & Bailey  **George Kennan Proposes Containment (1946)**  Kennedy & Bailey  **The *Chicago Tribune* Dissents (1947)**  Kennedy & Bailey  **Senator Joseph McCarthy Blasts “Traitors” (1952)**  Kennedy & Bailey  **Senator Tom Connally Writes Off Korea (1950)**  Kennedy & Bailey  **NSC-68 Offers a Blueprint for the Cold War (1950)**  Kennedy & Bailey  **MacArthur Calls for Victory (1951)**  Kennedy & Bailey  **Truman Looks Beyond Victory (1951)**  Kennedy & Bailey  **Secretary John Foster Dulles Warns of Massive Retaliation (1954)**  Kennedy & Bailey |
| Feb. 23-Mar. 8, 2024 | **Unit 4**  **The Civil Rights Era**  **Brinkley, Chapters 27 & 28** | People & Events Mentioned:  The Brown Decision, Little Rock Nine, Montgomery Bus Boycott, March on Washington, CORE, SCLC, SNCC, The Sit-in Movement, “Children’s March,” Selma to Montgomery March, MLK, Malcolm X, NOW, Equal Rights Amendment, Phyllis Schlafly, and Betty Friedan  Primary Sources to be Considered:  **The Supreme Court Rejects Segregation (1954)**  Kennedy & Bailey  **Eisenhower Sends in Federal Troops (1957)**  Kennedy & Bailey  **A Black Newspaper Praises Courage (1958)**  Kennedy & Bailey  **LBJ Declares War on Poverty (1964)** Kennedy & Bailey  **War on the Antipoverty War (1964)** Kennedy & Bailey  **Students Sit in for Equality (1960)** Kennedy & Bailey  **Riders for Freedom (1961) Kennedy &** Kennedy & Bailey  **MLK Writes from a Birmingham Jail (1963)** Kennedy & Bailey  **LBJ Supports Civil Rights (1965) Kennedy** Kennedy & Bailey  **The National Organization for Women Proclaims the Rebirth of Feminism (1966)**  Kennedy & Bailey  **Phyllis Schlafly Upholds Traditional Gender Roles (1977)**  Kennedy & Bailey |
| Mar. 11-Apr. 5, 2024 | **Unit 5**  **The Cold War & Vietnam**  **Brinkley, Chapter 28 & 29** | People & Events Mentioned:  JFK, LBJ, Fidel Castro, Nikita Khrushchev, Bay of Pigs, Cuban Missile Crisis, the Quagmire of Vietnam, Robert McNamara, William Westmoreland, Ho Chi Minh, Tet Offensive, Teach-ins, and Vietnamization    Primary Sources to be Considered:  **JFK Proclaims a “Quarantine” (1962)** Kennedy & Bailey  **The Joint Chiefs of Staff Propose a Wider War (1964)**  Kennedy & Bailey  **LBJ Asserts His War Aims (1965)**  Kennedy & Bailey  **The British Prime Minister Criticizes U.S. Bombing (1965)**  Kennedy & Bailey  **Letters Home: A Soldiers War (1966)** Kennedy & Bailey  **Students for a Democratic Society Issues a Manifesto (1962)**  Kennedy & Bailey  **The Young Americans for Freedom Make a Statement (1960)**  Kennedy & Bailey  **A War Protester Decides to Resist the Draft (1966)**  Kennedy & Bailey  **Stewart Alsop Senses the End of an Era (1970)**  Kennedy & Bailey  **Defense Secretary Robert McNamara Foresees a Stalemate (1965)**  Kennedy & Bailey  **Nixon’s Address to the Nation (1973)**  Kennedy & Bailey  **The Expulsion from Vietnam (1975)**  Kennedy & Bailey |
| Apr. 8-19, 2024 | **Unit 6**  **Watergate to Bush I & the Resurgence of Conservatism** | People & Events Mentioned:  Watergate, Ford, “Whip” Inflation, Carter, the Iran Hostage Crisis, Reagan, Supply-Side Economics, the Reagan Doctrine, Iran-Contra, G. H. W. Bush, First Gulf War  Primary Sources to be Considered:  **First Article of Impeachment on Richard Nixon (1974)**  Kennedy & Bailey  **Nixon Accepts a Presidential Pardon (1975)**  Kennedy & Bailey  **Jimmy Carter, On a “Crisis of Confidence” (1979)**  Stacy & Heller  **Reagan Sees Red in Nicaragua (1986)**  Kennedy & Bailey  **An Editor Analyzes the Iran-Contra Affair (1987)**  Kennedy & Bailey  **A Skeptical View of Reagan’s Legacy (2004)**  Kennedy & Bailey  **The Gulf War as Happy Ending or Ominous Beginning (1991)**  Kennedy & Bailey |
| Apr. 22-May 10, 2024 | **Unit 7**  **The Post-Cold War Era & the New Century** | People & Events Mentioned:  Clinton, Bush II, Obama, Persian Gulf War, the Health Care Crisis, the War in Iraq, 9/11/2001, the Continuing Crisis in the Middle East  **Bill Clinton, Address on Health Care Reform, (1993)**  Stacy & Heller  **Four Views on the End of the Cold War (1994)**  Kennedy & Bailey  **Supreme Court Makes George Bush the President (2000)**  Kennedy & Bailey  **President Bush Describes an “Axis of Evil” (2002)**  Kennedy & Bailey  **George W. Bush, On Iraq (2003)**  Stacy & Heller  **9/11 Commission Finds Fault (2004)**  Kennedy & Bailey  **Governor Mitt Romney Defends Traditional Marriage (2004)**  Kennedy & Bailey  **Paul Krugman Blasts the New Gilded Age (2007)**  Kennedy & Bailey  **Barack Obama, Speech on the Middle East (2011)**  Stacy & Heller |
| May 13-16, 2024 | **Hand in textbooks**  **Complete Semester Exams** | Semester Exam  Part 1: Identification & Significance  &  Part 2: Identification & Significance  Terms will be determined by the instructor |