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## HIS 142-1: HISTORY of the UNITED STATES II

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Office Hours: email, call, or text

San Carlos Apache College

Spring 2021

Online

American Yawp - Selected Texts

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### Course Description:

A survey of history of the United States from Reconstruction and Industrialization to the recent past. An overview of an American Experience including all major developments in American History from after the American Civil War to the Modern Era from the perspective of experiences of a variety of groups. Analysis of social, political, and intellectual phenomena and transformations found in American life seen through the events and stories of people in our history.

### Course Objectives:

During this course students will:

- Read and participate in class/peer discussions
- Connect the past to our present
- Discover realities of marginalized American groups historically through the decades

### Student Learning Outcomes:

After completion of the course, students will be able to:

- Identify key figures involved in the development of the United States
- Point to specific moments in time that influenced change in United States culture, society, and place within the world.
- Explain the change over-time and the impact made by the United States on many peoples and nations throughout the late nineteenth, twentieth, and early twenty-first centuries.

### Resources for Students with Disabilities

SCAC will make every effort 1) to ensure that qualified individuals with a disability are provided reasonable accommodation; and 2) to promote respect for the dignity and equal treatment of individuals with disabilities.

Student requests for accommodation due to disability are processed through the Academic Affairs Office. An authorized employee will provide intake assistance, determine eligibility based on appropriate documentation, plan for student services, notify faculty about accommodation(s), and monitor student accommodations.

### Library

Over time, SCAC will build its own library resources, but while we are considered a site of TOCC, many of their library services are available to SCAC students. The TOCC Library provides information resources and services to SCAC and TOCC students, faculty and staff, and to the Tohono O'odham Nation community. The friendly and knowledgeable Library staff is available to answer reference questions; to help patrons select electronic and print research resources; to offer reader guidance; and to provide workshops or individual tutoring in library orientation, library

research skills, and in using print, electronic and multimedia materials and equipment. The Library catalog is available online at <http://youseemore.com/TOCC/>.

### **Student Rights and Responsibilities**

All students at SCAC are considered responsible adults and are accountable for their own personal behavior regardless of age. SCAC expects students to represent the College in a professional manner at all times. Moreover, pursuing an education requires individual integrity, respectful cooperation, and serious dedication to one's own growth and training.

### **Important Remarks:**

***THIS IS A READING AND WRITING INTENSIVE COURSE.*** Do not assume that you will be able to cruise through this class without doing the reading, discussions, quizzes, and other assignments. Because of the nature of this class, online, it is imperative that you receive the necessary information electronically. That being said, if you are going to have a problem completing these assignments or do not have the appropriate tools to be successful in this class, please notify me ***IMMEDIATELY***. Do not wait until the last minute.

### **Attendance:**

Attendance will not be administered throughout the course, however, the first week of class is the only exception. During Week 1 you will be required to post on the “**Introductions**” discussion board on Canvas under the “**Introductions**” Module. This will count as your attendance and understanding that you have examined the course and syllabus, acknowledging your responsibilities in attending this course online. ***IF STUDENTS DO NOT POST IN THIS SECTION YOU WILL BE ADMINISTRATIVELY WITHDRAWN FROM THE COURSE!*** This policy will continue for the remainder of the course with the instructor reserving the right to withdraw students from the course as a result of consistent inactivity, inappropriate behavior, or other reasons deemed reasonable, following San Carlos Apache College policy as explained in the student handbook.

### **Discussions and Required Readings:**

Weekly discussion prompts are designed for students to interact with peers by providing an individualized analysis and opinion of specific readings for each given week. The selected readings are available on Canvas. Students will be required to submit an individual post on the appropriate discussion board for each week's lesson and respond to at least **two** peers for each of the discussion assignments. The first post (initial post) will be due every **FRIDAY** and replies to peers by **SUNDAY**. Pay attention to the due dates and calendar dates for your assignments. You may be required to do additional research in order to complete the discussion assignment, so be prepared. Pay attention to the instructions posted on the discussion board.

Initial Post Response	10 pts
1 <sup>st</sup> Peer Response	5 pts
2 <sup>nd</sup> Peer Response	5 pts
<b>TOTAL POINTS:</b>	<b>20 points</b>

### **Quizzes and Exams:**

The class is structured to include six “weekly” quizzes, a Midterm, and Final Exam. Weekly quizzes will be objective comprehensive tests worth 20 points each (10 questions, 2 points each) that will encompass material from each respective week. Weekly quizzes will not be administered the week prior to both the

Midterm and Final exams, however, the information from those weeks will be included in the Midterm or Final exams. Discussions, assignments, and lectures are all areas of relevance for quizzes and exams. The Midterm and Final will pertain only to the first and second half of the semester. The Final Exam will be conducted the last week of the semester and will **NOT BE CUMULATIVE**. The format of both the Midterm and Final Exam are similar in design, which may incorporate analyses and descriptions of key terms and examinations of specific historical events in an **ESSAY FORMAT**.

### **Prospectus and Research Paper:**

Papers will be submitted to **TURNITIN**, a **PLAGIARISM** software that will check submitted papers for any copied or plagiarized material, through Canvas. The first paper of the semester will be a short 750-1000 word essay that requires students to choose a special topic in U.S. History by analyzing specific readings and documents and use them as evidentiary support for an argumentative thesis. The Final Research Paper continues the historical research approach and allows students to choose a topic with associated source material to create an argumentative 2,000-word essay. Papers will be written in Chicago Style formatting with a bibliography.

### **Grades:**

Grading for each of these assignments will have a turnaround time of one-week at maximum. It is imperative that you do every reading and discussion in order to be successful. Each assignment will have the following point designation:

Intro/Attendance Post	20
Discussion Posts	280
Weekly Quizzes	100
Prospectus:	100
Midterm Exam	100
Final Paper:	100
Final Exam:	100
<b>TOTAL POINTS:</b>	<b>800</b>

### **Late Policy:**

Assignments will remain open for the duration of the course, however, should you submit an assignment after the due date, it will be penalized 50%. You may receive full credit for a late assignment with a valid excuse. If there is a problem and you are unable to turn in an assignment on-time, **PLEASE NOTIFY ME IMMEDIATELY!** I am very easy to work with, but do not take my kindness for granted! If you do not have a plausible excuse, or don't have one, you will be subject to the penalty.

### **Extra Credit:**

Throughout the semester, the instructor reserves the right to accept and distribute extra credit on an as needed basis. 3 options will be made available with specified instructions listed in the respective module. This will include a 1-page analysis of the video and its connection to the overall history of the Apache people, in other words, how does this represent Apache History?

**Government Service and its Problems (1933) Silent** - <https://youtu.be/QULtMBc4UnI>

**A Night at the Garden** – [anightatthegarden.com](http://anightatthegarden.com)

**Native American Vets Share Their Experiences in Vietnam** - <https://youtu.be/l-Wg1JYe5zY>

## CLASS SCHEDULE:

### UNIT 1: The 19<sup>th</sup> And Early 20<sup>th</sup>

#### Week 1: RECONSTRUCTION

**Jan 19<sup>th</sup> – 24<sup>th</sup>**            The American Yawp; Chapter 15

SMITH, STACEY L. "Beyond North and South: Putting the West in the Civil War and Reconstruction." *Journal of the Civil War Era* 6, no. 4 (2016): 566-91. Accessed January 7, 2021. <https://www.jstor.org/stable/26070456>.

#### Week 2: LABOR, INEQUALITY, AND POPULISM

**Jan 25<sup>th</sup> – 31<sup>st</sup>**            The American Yawp; Chapter 16

Hild, Matthew. "The Knights of Labor and the Third-Party Movement in Texas, 1886–1896." *The Southwestern Historical Quarterly* 119, no. 1 (2015): 24-43. Accessed January 8, 2021. <http://www.jstor.org/stable/24388910>.

#### Week 3: THE AMERICAN WEST

**Feb 1<sup>st</sup> – 7<sup>th</sup>**                The American Yawp; Chapter 17

Parham, Vera. "'These Indians Are Apparently Well to Do': The Myth of Capitalism and Native American Labor." *International Review of Social History* 57, no. 3 (2012): 447-70. Accessed January 8, 2021. <http://www.jstor.org/stable/26394542>.

### QUIZ 1

#### Week 4: INDUSTRIALISM

**Feb 8<sup>th</sup> – 14<sup>th</sup>**            The American Yawp; Chapter 18

Hirota, Hidetaka. "Exclusion on the Ground: Racism, Official Discretion, and the Quotidian Enforcement of General Immigration Law in the Pacific Northwest Borderland." *American Quarterly* 69, no. 2 (2017): 347-70.

### UNIT 2: Towards Modernity

#### Week 5: IMPERIALISM

**Feb 15<sup>th</sup> – 21<sup>st</sup>**            The American Yawp; Chapter 19

Morley, Ian. "Spanish Colonialism, American Imperialism, and the Philippines." In *Cities and Nationhood: American Imperialism and Urban Design in the Philippines, 1898–1916*, 18-45. Honolulu: University of Hawai'i Press, 2018. Accessed January 8, 2021. <http://www.jstor.org/stable/j.ctvvn5c2.5>.

**PAPER 1 DUE SUNDAY FEB 16<sup>TH</sup> BY 11:59 PM ON CANVAS**

## Week 6: PROGRESSIVISM

**Feb 22<sup>nd</sup> – 28<sup>th</sup>**

The American Yawp; Chapter 20

Deverell, William, and Anne Hyde. "Progressives, Progressivism, and the American West." In *Shaped by the West, Volume 2: A History of North America from 1850*, 139-59. Oakland, California: University of California Press, 2018. Accessed January 7, 2021. <http://www.jstor.org/stable/10.1525/j.ctv3znxh3.13>.

### **QUIZ 2**

## Week 7: WORLD WAR I

**Mar 1<sup>st</sup> – 7<sup>th</sup>**

The American Yawp; Chapter 21

LUFF, JENNIFER. "Sedition and Civil Liberties: The AFL during World War I." In *Commonsense Anticommunism: Labor and Civil Liberties between the World Wars*, 46-60. Chapel Hill: University of North Carolina Press, 2012. Accessed January 18, 2021. doi:10.5149/9780807869895\_luff.7.

## Week 8: CHANGE IN THE 1920S

**Mar 8<sup>th</sup> – 14<sup>th</sup>**

The American Yawp; Chapter 22

Hing, Bill Ong, and Anthony D. Romero. "The Xenophobic 1920s." In *Defining America: Through Immigration Policy*, 62-70. Temple University Press, 2004. Accessed January 18, 2021. <http://www.jstor.org/stable/j.ctt1bw1hwz.8>.

### **MIDTERM EXAM DUE BY SUNDAY MAR 7<sup>TH</sup>**

## **UNIT 3: Creating A World Power**

## Week 9: DEPRESSION AND NEW DEAL ERA

**Mar 15<sup>th</sup> – 21<sup>st</sup>**

The American Yawp; Chapter 23

Abrams, Douglas Carl. "Irony of Reform: North Carolina Blacks and the New Deal." *The North Carolina Historical Review* 66, no. 2 (1989): 149-78. Accessed January 18, 2021. <http://www.jstor.org/stable/23520672>.

### **QUIZ 3**

## Week 10: WORLD WAR II

**Mar 22<sup>nd</sup> – 28<sup>th</sup>**

The American Yawp; Chapter 24

Kurashige, Scott. "Japanese American Internment." In *The Shifting Grounds of Race: Black and Japanese Americans in the Making of Multiethnic Los Angeles*, 108-31. PRINCETON; OXFORD: Princeton University Press, 2008. Accessed January 18, 2021. doi:10.2307/j.ctt7t850.11.

Week 11: COLD WAR ERA

**Mar 29<sup>th</sup> – Apr 4<sup>th</sup>**      The American Yawp; Chapter 25

Martin J. Sherwin. "The Atomic Bomb and the Origins of the Cold War: U.S. Atomic-Energy Policy and Diplomacy, 1941-45." *The American Historical Review* 78, no. 4 (1973): 945-68. Accessed January 18, 2021. doi:10.2307/1858347.

Week 12: CIVIL UNREST AND CONSUMERISM

**Apr 5<sup>th</sup> – 11<sup>th</sup>**      The American Yawp; Chapter 26

"The Chicago Freedom Movement and the Fight for Fair Lending." In *The Chicago Freedom Movement: Martin Luther King Jr. and Civil Rights Activism in the North*, edited by Finley Mary Lou, LaFayette Bernard, Ralph James R., and Smith Pam, by Carson Clayborne, 207-27. University Press of Kentucky, 2016. Accessed January 18, 2021. <http://www.jstor.org/stable/j.ctt1b7x56k.14>.

**QUIZ 4**

**UNIT 4: Impending Change**

Week 13: DEMOCRATS, CIVIL RIGHTS, AND CONFLICT

**Apr 12<sup>th</sup> – 18<sup>th</sup>**      The American Yawp; Chapter 27

Wyatt, Clarence R. "The Media and the Vietnam War." In *The War That Never Ends: New Perspectives on the Vietnam War*, edited by Anderson David L. and Ernst John, 265-88. University Press of Kentucky, 2007. Accessed January 18, 2021. <http://www.jstor.org/stable/j.ctt6wrrsx.16>.

Week 14: VIETNAM, NIXON, AND ERA

**Apr 19<sup>th</sup> – 25<sup>th</sup>**      The American Yawp; Chapter 28

DUNBAR-ORTIZ, ROXANNE. "'The Struggle Is for Land!': Race, Territory, and National Liberation." In *The Hidden 1970s: Histories of Radicalism*, edited by BERGER DAN, 57-76. NEW BRUNSWICK, NEW JERSEY; LONDON: Rutgers University Press, 2010. Accessed January 18, 2021. <http://www.jstor.org/stable/j.ctt5hjb9s.8>.

**RESEARCH ESSAY DUE SUNDAY APR 25<sup>TH</sup> BY 11:59 PM ON CANVAS**

Week 15: CONSERVATIVE 80S AND THE CONTEMPORARY

**Apr 26<sup>th</sup> – May 2<sup>nd</sup>**      The American Yawp; Chapter 29

MURCH, DONNA. "The Clintons' War on Drugs: Why Black Lives Didn't Matter." In *Caging Borders and Carceral States: Incarcerations, Immigration Detentions, and Resistance*, edited by CHASE ROBERT T., 341-52. Chapel Hill: University of North Carolina Press, 2019. Accessed January 19, 2021.  
[http://www.jstor.org/stable/10.5149/9781469651262\\_chase.15](http://www.jstor.org/stable/10.5149/9781469651262_chase.15).

**QUIZ 5**

Week 16: FINALS

**May 3<sup>rd</sup> – 7<sup>th</sup>**                      **FINAL EXAM DUE BY FRIDAY THE 7<sup>TH</sup>**