

Course Information

Semester & Year: Spring 2022

Course ID & Section #: HIST-9-D4703

Instructor's name: Will Meriwether

Day/Time or *Online: Monday and Wednesday 12:30-1:55

Location or *Online: Del Norte Campus DA 1

Number of units: 3

Instructor Contact Information

Office location or *Online:

Office hours: By Appointment

Phone number:

Email address: William-meriwether@redwoods.edu

Required Materials

Textbook title:

A People and Nation: A History of the United States Complete

Edition: 11th Edition (Previous editions of the textbooks are acceptable and the 10th edition is almost identical to the 11th).

Author: Mary Beth Norton and Jane Kamensky

ISBN: 978-1337402712

King Jr. Martin Luther. The Radical King. (Beacon Press, 2105). Edited by Cornel West. ISBN: 978-0807034521

Other requirement: [materials, equipment or technology skills]

Catalog Description

An exploration in the history of the United States from the Reconstruction period after the Civil War to the present. Of special importance is how the social, cultural, political, diplomatic, technological/scientific, and economic relations and institutions changed over time. The course will also introduce students to the nature of historical interpretation and how to interpret sources written during the historical time periods investigated in the class.

Course Student Learning Outcomes (*from course outline of record*)

1. Analyze and assess the merits of various historical interpretations.
2. Apply secondary and/or primary source material to construct written and oral, logical, historical arguments.

Evaluation & Grading Policy

4 essay exams: 100 points each

1 research paper: 100 points

14 Primary Source Summaries: 10 points each 140 points total

16 Multiple Choice Quizzes: 10 points each 160 points total.

2 Extra Credit Primary Source Summaries: 20 Points

Total points: 800 points

Grading Criteria: A= 95%-100% (760-800 pts), A-= 90%-94% (720-759 pts), B+= 86%-89% (688-719 pts), B= 83%-85% (664-687 pts), B-= 80%-82% (640-663 pts), C+= 75%-79% (600-639 pts), C= 70%-74% (506-599 pts), D= 60%-69% (480-505), F= <60% (below 504 pts).

Prerequisites/co-requisites/ recommended preparation

No Prerequisites required

***ONLINE REQUIREMENTS** - *The following are required for online courses but are recommended for all (see * in contents).*

Special Accommodations Statement

College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability-related services and accommodations, please see me or contact Disability Services and Programs for Students. Students may make requests for alternative media by contacting DSPS based on their campus location:

Eureka: 707-476-4280, student services building, 1st floor

Del Norte: 707-465-2324, main building near library

Klamath-Trinity: 530-625-4821 Ext 103

Student Feedback Policy

Timely feedback will be provided throughout the course. Students will receive a response to any email inquiries within 48 hours. Feedback on work submitted will be provided no more than two weeks after the assignment is due but my expectation will be to return work within one week after the assignment due date.

This course will also have regular asynchronous contact through threaded discussion boards and weekly announcements.

Proctored Exams

Proctored exams are not required in this course.

Student Accessibility Statement

These standards are required by federal regulation. Students will have access to this course that complies with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Course materials will include a text equivalent for all non-text elements; videos will include closed captioning, images will include alt-tags, hyperlinks will use descriptive/meaningful phrases instead of URLs and audio files will include transcripts. All text will be formatted for use with screen readers and all course materials will be understandable without the use of color.

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is in the [College Catalog](#) and on the [College of the Redwoods website](#).

Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code

of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is in the [College Catalog](#) and on the [College of the Redwoods website](#).

Technology skills, requirements, and support

Tech equipment and skills are required for student success and of equal importance as required textbooks and materials.

Students can obtain a free [Office 365 license](#) (includes Word, Excel, PowerPoint and more) with a valid CR email.

Necessary Computer Skills – Ability to log into webadvisor, Canvas LMS, navigate the internet, and use a word processor.

Before contacting Technical Support please visit the [Online Support Page](#). For password issues with Canvas, Web Advisor or your mycr.redwoods.edu email, contact <mailto:its@redwoods.edu> or call 707-476-4160 or 800-641-0400 ext. 4160 between 8:00 A.M. and 4:00 P.M., Monday through Friday.

Admissions deadlines & enrollment policies

Spring 2023 Dates

- *Classes begin: 01/14/23*
- *Martin Luther King's Birthday (all campuses closed): 01/16/23*
- *Last day to add a class: 01/20/23*
- *Last day to drop without a W and receive a refund: 01/27/23*
- *Census date: 01/30/23 or 20% into class duration*
- *Last day to petition to file P/NP option: 02/10/23*
- *Lincoln's Birthday (all campuses closed): 02/17/23*
- *President's Day (all campuses closed): 02/20/23*
- *Last day to petition to graduate or apply for certificate: 03/02/23*
- *Spring Break (no classes): 03/13/23 – 03/18/23*
- *Last day for student-initiated W (no refund): 03/31/23*
- *Last day for faculty-initiated W (no refund): 03/31/23*
- *Final examinations: 05/06/23 – 05/12/23*
- *Commencement: 05/15/23*
- *Semester ends: 05/12/23*
- *Grades available for transcript release: approximately 05/26/23*

Course Assignments:

Essay Exams: There will be a total of four essay exams throughout the semester. The essay exams will include at least four but up to ten essay and short answer questions. Each exam will be worth 100 points and they will be open book, open note, and you will have access to the internet. When the essay exam opens you will have two weeks to complete the exam.

Discussion Boards: For every chapter you will be required to participate in a discussion board assignment. This assignment will require a series of two separate posts. The initial discussion board post should include a summary of one of the primary source readings. In addition to summarizing the primary source document you will need to include your analysis on why this primary source document is important to understanding American history (or make an argument that the primary source document does not help in understanding American history).

The second discussion board post provides you with two options to complete the assignment.

Option #1: Summarize a second primary source document and meet the same requirements as the initial discussion board post. After the second exam the primary source summaries will prove to be beneficial in writing the research paper.

Option #2 Using the [Digital History](#) website, select one of the primary source documents listed pertaining to the chapter subject matter and then summarize the primary source document and meet the same requirements as the initial discussion board.

Option #3 Adequately respond to a classmate that enriches the classroom conversation. Simply stating that you like their post and agree with them is not an adequate post to receive full credit.

The readings will come from various online sources and can be found in the corresponding chapter discussion board. The primary and secondary discussion board posts are due by **Sunday at midnight**. All primary source summaries must include the APA citation of that primary source as this is good practice for the research paper.

The primary and secondary posts should be at least 200 words.

Each week I will add personalized comments or questions to each person when I grade the assignment. These may not be visible in the discussion boards section but will be visible in the Speedgrader section of Canvas.

For APA citation support see:

Purdue Writing Lab. (n.d.). *Apa style introduction // purdue writing lab*. Purdue Writing Lab. Retrieved October 25, 2022, from https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Research Paper:

Choose one of the following two prompts:

After reading *The Radical King*, a collection of speeches by Martin Luther King Jr., write a research paper that answers at least one of the following questions. Why were Dr. King's speeches and actions radical for his time; Why did King believe that to end racial inequality it was also important to reduce wealth inequality? How did the Vietnam War combined with racial inequality lead to race riots in the 1960s? How did Dr. King address the problems of the Vietnam War in his "Beyond Vietnam" speech?

Or

After reading *The Radical King*, a collection of speeches by MLK Jr., write a research paper analyzing the primary tactics used to fight against racial inequality from Booker T. Washington and W. E. B. Du Bois to the modern Black Lives Matter movement.

At least three primary sources (each speech can count as a primary source) and three secondary sources are required to be used for the research paper. The research paper should be at least six pages (not counting the title page and the references) and no more than ten pages. The paper must also be typed, double spaced, Times New Roman size 12 font and APA citations. **Any paper submitted shorter than three full pages and/or not including a "References" page will receive an automatic "0."**

Citations: All citations and references in this course will use APA citation standards. If you need assistance the [Purdue University Online Writing Lab](#) is an excellent resource as a citation guide.

Instructor Expectations of Students:

1. Show up to class on time and be prepared to participate in the lecture and discussion that day.

2. Be courteous not only to me but to your fellow classmates. One can disagree and debate without it becoming personal.

3. Challenge yourself. One of the hardest things in the world to do is admit when one is wrong (I am guilty of this myself), but in order to learn we have to accept that we don't know everything and some of our preconceived ideas may be wrong. Just as I intend to challenge you, I ask that if you feel I am wrong you have the right to challenge me but just as I will bring facts to my discussions if you think that I am wrong bring with you facts from reputable sources not emotions.

Student Expectations of Instructor: (To be filled in during first day of class)

Student Expectations of Other Students: (To be filled in during first day of class)

Course Schedule (Subject to Change):

HIST-9-V2743	Monday Class Dates	Wednesday Class Dates	Weekly Chapter Textbook Readings and Discussions
Week 1	1/16/2023 No Class	1/18/2023	Introduction/ Chapter 14
Week 2	1/23/2023	1/25/2023	Chapter 14 (cont) and Chapter 15
Week 3	1/30/2023	2/1/2023	Chapter 16 and Chapter 17
Week 4	2/6/2023	2/8/2023	Chapter 18 and Exam 1
Week 5	2/13/2023	2/15/2023	Chapter 19 and Chapter 20
Week 6	2/20/2023 No Class	2/22/2023	Chapter 21
Week 7	2/27/2023	3/1/2023	Chapter 22
Week 8	3/6/2023	3/8/2023	Chapter 23 and Exam 2
Week 9	3/13/2023 No Class	3/15/2023 No Class	Spring Break
Week 10	3/20/2023	3/22/2023	Chapter 24
Week 11	3/27/2023	3/29/2023	Chapter 25
Week 12	4/3/2023	4/5/2023	Chapter 26 and Exam 3
Week 13	4/10/2023	4/12/2023	Chapter 27
Week 14	4/17/2023	4/19/2023	Chapter 28
Week 15	4/24/2023	4/26/2023	Chapter 29
Week 16	5/1/2023	5/3/2023	Catching Up, Looking Ahead, and the Research Paper
Week 17	5/8/2023	5/10/2023	Finals Week Exam 4