



HIST-H 106 American History II

Spring 2023

Michigan City High School

Credits	3	General Education Breadth of Inquiry	Social & Historical Studies S&H
Instructor	Mrs. Rebecca Shaman	Office	N126
Email	rshaman@mcas.k12.in.us	Office Hours	Wolf Pack/Skills & Resource
Meeting Times	Blue days – Periods 1,3, & 4 Gray days – Period 1	Meeting Location	N126
Prerequisite(s)	HS World History/Civilization or HS Geography/History of the World or AP Human Geography; 2.7 or above GPA	Lab fees	None
Course Description	1865 to present. Evolution of American society: political, economic, social structure; racial and ethnic groups; sex roles; Indian, inter-American, and world diplomacy of the United States; evolution of ideology, war, territorial expansion, industrialization, urbanization, international events and their impact on American history		
Core Transfer Library Course	Yes, CTL Name: American History I		
Textbook Title & Author	American Yawp (Joseph Wright and Ben Locke)		
Important Deadlines	Registration: Spring, Tri 2 &3: January 2, 2023 – February 2, 2023 Drop (no grade): February 17, 2023 Withdraw: Friday BEFORE the final exam is given (requires submitted Withdraw request form)		
Learning Objectives	Students will: <ul style="list-style-type: none"> • Explain historical change in the United States since the end of the Civil War • Interpret primary and secondary sources, taking into account authorship, timing, audience, purpose, and perspective, as well as to appreciate silences in the historical record • Identify historical arguments • Reflect on historical problems, including perennial conflicts along lines of race, class and gender • Synthesize primary and secondary sources in addressing a historical question 		

	Recognize that the questions we ask about the past change our experiences of the present day, and the present day changes our questions about the historical past	
How IU Grade will be Calculated	<ul style="list-style-type: none"> Class Participation and Reflection/ Low Stakes Writing/ Reading Journals: 10% History Labs (aka Microthemes, Primary Source Analysis.): 20% Analytical Papers (including drafts): 30% Research Related Assignments: 20% Exams (Summative Assessment): 20% 	
How High School Grade will be Calculated	Same as IU	
IU Grading Scale		
	A+: 98-100%	C+: 77-79.9%
	A: 93-97.9%	C: 73-76.9%
	A-: 90-92.9%	C-: 70-72.9%
	B+: 87-89.9%	D+: 67-69.9%
	B: 83-86.9%	D: 63-66.9%
	B-: 80-82.9%	D-: 60-62.9%
High School Grading Scale		
	A: 90-100%	
	B: 80-89%	
	C: 70-79%	
	D: 60-69%	
	F: 59 and below	
Schedule of Assignments	SEE SEMESTER SCHEDULE BELOW	
Classroom Policies & Information	<p>Students are expected to work hard and respect others. Completing work in a timely manner and making use of all class time together will be critical to not falling behind in class.</p> <p>Students are required to bring a charged Chromebook to class every day. We will be using Schoology throughout the year. Assignments will be posted and collected through it.</p> <p>Cell phone use in class is <u>not</u> permitted. Cell phones should be left in your locker or placed in your pocket, <u>not</u> on your desk, in your hand, or on your seat. Cell phones should be completely out of sight from you, the instructor and all students. In addition, headphones/AirPods are also <u>not</u> allowed unless authorized as part of a teacher-led instructional activity. AirPods or any other</p>	

	<p>wireless listening device must be removed from your ears prior to the beginning of class and cannot be used until class has been dismissed.</p> <p>Failure to follow classroom expectations/school rules will result in disciplinary actions such as verbal/written warnings, student/parent conferences, or office referrals.</p>
Attendance Policy	Regular class attendance is imperative for success in this course. Excessive absences will result in grade deductions and possible removal of the program.
Late Work Policy	If you are absent for one day, you have one day to make up any missed assignment. If you are absent for two days, you have two days to make up that assignment and so on. This is only in reference to excused absences. Assignments will <u>not</u> be accepted late without an excused absence. If you attend a field trip that day or other school-sponsored event, you are still required to complete the work from that day. It is your responsibility to collect your work and communicate with the teacher about any missed work. Any assignments given that day are your responsibility to have completed for the next school day.
Make-up/Re-take Exam Policy	Students absent for an exam with an excused absence will be expected to make-up the exam either during Wolf Pack or Resource period, whichever deemed appropriate by the instructor.
Dual Credit-High School Credit Policy Statement	The rigor of this course will be periodically reviewed by Indiana University faculty in an effort to maintain the high quality of education that each student receives. Due to the unique format of this course, students must decide during the IU enrollment period whether they wish to receive dual credit (high school and IU credit) or only high school credit. Students who choose to take the course only for high school credit and receive a passing grade may not register at a later date or repeat the course (while in high school) for college credit.
Student Disabilities	<p>Every attempt will be made to accommodate qualified students with disabilities (e.g. mental health, learning, chronic health, physical hearing, vision neurological, etc.). First contact your school's special education teacher or guidance counselor. You must then establish your eligibility for support services through the appropriate office that serves students with disabilities at the IU regional campus where your class originates. Note that services are confidential, may take time to put into place and are not retroactive; captions and alternate media for print materials may take three or more weeks to get produced. Please contact the campus office as soon as possible if accommodations are needed. Find your office at:</p> <p>http://ada.iu.edu/students/index.shtml</p>
IU - ACP Academic Dishonesty & IU Plagiarism Policy	<p>The <i>Indiana University Code of Student Rights, Responsibilities, and Conduct</i> describes types of misconduct for which students may be penalized, including cheating, fabrication, plagiarism and interference with other students' work, as well as actions which endanger the University and the University community and possession of firearms. The Code also indicates the procedures to be followed in these cases. All students are required to adhere to the responsibilities outlined in the Code. http://studentcode.iu.edu</p> <p>Academic dishonesty can result in a grade of F for the class (an F for academic dishonesty cannot be removed from the transcript). Significant violations of the Code can result in expulsion from the University.</p> <p>Plagiarism is using another person's words, ideas, artistic creations, or other intellectual property without giving proper credit. According to the Code of Student Rights, Responsibilities,</p>

	<p>and Conduct, a student must give credit to the work of another person when he does any of the following:</p> <ul style="list-style-type: none">• Quotes another person's actual words, either oral or written;• Paraphrases another person's words, either oral or written;• Uses another person's idea, opinion, or theory; or• Borrows facts, statistics, or other illustrative material, unless the information is common knowledge. <p>Use the following links for more information:</p> <p>http://studentcode.iu.edu/responsibilities/academic-misconduct.html</p> <p>https://wts.indiana.edu/writing-guides/pdf/plagiarism.pdf</p> <p>PER IU POLICY:</p> <p>Academic integrity is a matter that is taken very seriously at Indiana University. The University expects students to uphold and follow the Code of Student Rights, Responsibilities, and Conduct (Code) (Available online at: http://studentcode.iu.edu). Cheating, plagiarism, or other violations of the Code may result in a lower or failing grade on the assignment on which academic misconduct occurred or a lower or failing grade in the course. All cases of academic misconduct will be reported to the Dean of Students.</p> <p>Faculty are required to investigate and then report all incidents of academic misconduct to the Dean of Students. For information about policies and procedures, see the <i>Code of Student Rights, Responsibilities, and Conduct</i>, especially Part II, Sections G, H, and I, and Part III. Copies of the code can be obtained from the Dean of Students. The code is also accessible at (http://studentcode.iu.edu).</p> <p>(University Faculty Council, April 24, 1990; April 13, 1993; May 12, 1993; October 8, 1996; April 12, 2005; Board of Trustees, May 4, 1990; December 4, 1992; June 5, 1993; December 13, 1996; June 24, 2005</p>
ACP Student Handbook	<p>Indiana University courses taught through ACP help prepare you for the discipline you need to be successful following high school graduation.</p> <ul style="list-style-type: none">• When you enroll for college credit through ACP you are considered an IU student & have an official Indiana University transcript.• Courses are taught during regular school days at your high school by ACP-certified instructors.• ACP courses follow a syllabus provided by IU, maintain the same expectations, teach the same content, and give the same college credit as courses taught on IU campuses. <p>Explore the handbook to find answers to questions you have:</p> <p>https://studenthandbook.acp.iu.edu/</p>

SEMESTER SCHEDULE – I reserve the right to adjust the schedule as I deem necessary.

Week	Dates	Topic/Big Question	Assignments/Readings
1	01/04-01/06	When and where did our United States begin?	<p>Select readings from <i>American Yawp</i> Chapter 15</p> <p>Primary/Secondary sources: “Petition of Committee on Behalf of the Freedmen to Andrew Johnson” 1865 Reconstruction Amendments Thomas Kelley, Print, Fifteenth Amendment Howard Zinn Excerpt Jill Lepore Excerpt Eddie Glaude Excerpt</p>
2	01/09-01/13	How did the Civil War change life for former slaves?	<p>Select readings from <i>American Yawp</i> Chapter 15</p> <p>Primary/Secondary sources: “Petition of Black Residents of Nashville” 1865 “Jourdan Anderson Writes to His Former Enslaver” 1865 “Civil Rights Act of 1866” “Mississippi Black Code” 1865 “Louisiana Black Codes” 1865 “A Sharecropping Contract” 1865</p> <p>Research Assignment #1</p>
3	01/17-01/20	How did the Civil War change life for Native Americans?	<p>Select readings from <i>American Yawp</i> Chapter 17</p> <p>Primary/Secondary sources: Map of Land Owned by Indigenous Nations, 1850-1890 Abraham Lincoln’s Thanksgiving Proclamation, 1864 “Treaty with the Cherokee Nation” “Treaty with the Creek Nation” “Treaty with the Sioux” 1868 Chief Joseph’s “An Indian’s View of Indian Affairs” 1879</p>
4	01/23-1/27	How did the Civil War change life in the West?	<p>Select readings from <i>American Yawp</i> Chapter 17</p> <p>Primary/Secondary sources: Homestead Act, 1862 “A Lakota Woman Reflects on Victory at Greasy Grass” 1876 Charles DeRudio, “Witness to Custer’s Last Stand” 1876 Anheuser Busch Chromolithograph, “Custer’s Last Fight” “William T. Hornady on the Extermination of the American Bison” 1889 “Territorial Suffrage Act” 1867 Frederick Jackson Turner, “The Significance of the Frontier in American History” 1893 Exodusters – African Americans’ Migration to the Great Plains</p>
5	01/30-02/03	How did life change for farmers and wage laborers? / What were	<p>Select readings from <i>American Yawp</i> Chapters 16 & 18</p> <p>Primary/Secondary sources: Excerpt from Andrew Carnegie’s Autobiography</p>

		Gilded Age farmers and workers demanding?	<p>George Rice, "Losing Out to Standard Oil" 1898 Jacob Riis Photographs "Knights of Labor - Preamble" 1878</p> <p>"Dispatch from a Mississippi Colored Farmers' Alliance" 1889 "The Omaha Platform" 1892 "Declaration of Principles of the Socialist Democratic Party" 1898 Victor Berger on "American Socialism" 1898 "Industrial Workers of the World Manifesto" 1905 "Lucy Parsons on Women and the Revolutionary Socialism" 1905</p> <p>Research Assignment #2</p>
6	02/06-02/10	Who were the new middle-class Progressives and what did they want to reform?	<p>Select readings from <i>American Yawp</i> Chapter 20</p> <p>Primary/Secondary sources: Carlisle Indian School Goals and Photographs Richard Henry Pratt, 1892 "Plessy vs. Ferguson" 1896 Mary Church Terrell, "Progress of Colored Women" 1898 Jane Adams, "The Subjective Necessity for Social Settlements" Excerpt from "Eugenics Journal," 1911 Ida B. Wells, "Lynching, our National Crime" 1909 Fr. John Ryan, "A Program of Social Reform by Legislation" 1909 "The Social Creed of the Church" 1908; 1912</p>
7	02/13-02/17	How did Progressives understand the role of the US in the world?	<p>Select readings from <i>American Yawp</i> Chapter 20</p> <p>Primary/Secondary sources: Chinese Exclusion Act, 1882 "A Chinese Christian Protests Restrictions on Civil Liberties" 1892 Teller Amendment, 1898 "Solider Reflections on War" 1898-1899 John Hay "Open Door Policy." 1899 Kipling, "White Man's Burden," 1899 Platt Amendment, 1901 "The Roosevelt Corollary to the Monroe Doctrine" 1904, 1905</p>
8	02/21-02/24	How did the Great War (WW1) impact the shape of American Progressivism?	<p>Select readings from <i>American Yawp</i> Chapter 21</p> <p>Primary/Secondary sources: "W.E.B. Du Bois on the East St. Louis Race Riot of 1917" 1920 "The War Industries Board" 1917-1918 Espionage Act, 1918 Fourteen Points, 1919 George Creel, "Four Minute Men," 1920 KKK in Elmwood, Indiana photograph, 1922 "Carrie Chapman Catt Reflects on Women's Suffrage" 1923</p>

9	02/27-03/03	How did the Great War (WW1) impact the shape of American Progressivism?	<p>Select readings from <i>American Yawp</i> Chapter 21</p> <p>Primary/Secondary sources: "W.E.B. Du Bois on the East St. Louis Race Riot of 1917" 1920 "The War Industries Board" 1917-1918 Espionage Act, 1918 Fourteen Points, 1919 George Creel, "Four Minute Men," 1920 KKK in Elmwood, Indiana photograph, 1922 "Carrie Chapman Catt Reflects on Women's Suffrage" 1923</p> <p>ANALYTICAL PAPER</p>
10	03/06-03/10	What made America prosperous? Was the 1920s a moment of prosperity or depression?	<p>Select readings from <i>American Yawp</i> Chapter 22</p> <p>Calvin Coolidge, "Government and Business" 1925 Edward E. Purinton, "Business as the Savior of the Community" 1921 Marcus Garvey, "Editorial in Negro World," 1924 "The Ku Klux Klan" 1924 Robert and Helen Lynd, "Remaking Leisure in Middletown" 1929 "President Herbert Hoover Applauds Limited Government" 1931</p>
11	03/13-03/17	What was the New Deal and whom did it benefit?	<p>Select readings from <i>American Yawp</i> Chapter 23</p> <p>Primary/Secondary sources: Socialist Party Platform, 1932 List of Major Programs in First 100 Days Genora Dollinger "Taking a Stand: The Sit-Down Strikes of the 1930s" National Industrial Recovery Act "Charles Hamilton Houston and John P. Davis Critique the Lily-White Tennessee Valley Authority" 1934 W.E.B. Du Bois, "A Negro Nation Within a Nation," 1935 Norman Thomas, "What was the New Deal?" 1936 Social Security Board Pamphlet, "Why Social Security?" 1937 Ira Katznelson, <i>When Affirmative Action was White</i> 2006</p> <p>MIDTERM</p>
12	03/20-03/24	How did World War II change the way Americans thought about themselves in the world?	<p>Select readings from <i>American Yawp</i> Chapter 24</p> <p>Primary/Secondary sources: Franklin Delano Roosevelt, "Fireside Chat on the Great Arsenal of Democracy," 1940 Franklin Delano Roosevelt, "Four Freedoms," 1941 Executive Order 9066 Atlantic Charter, 1941 Anti-Japanese propaganda John Hershey, "Hiroshima"</p>

13	03/27-03/31	What was the “Civil Rights” phase of the Black Freedom movement and what did it accomplish? / What did “second wave feminists” want to change?	<p>Select readings from <i>American Yawp</i> Chapters 26-27</p> <p>Primary/Secondary sources: “The Supreme Court Rules that Segregation Causes Psychological Harm in <i>Brown v. Board</i>” 1954 Ella Baker, “Bigger than a Hamburger,” 1960 Student Nonviolent Coordinating Committee Founding Statement, 1960 “Mississippi Freedom Project” Summer Brochure, 1964 Civil Rights Act, 1964 Voting Rights Act, 1965 Civil Rights Act, 1964 Hart-Cellar Immigration Act, 1965</p> <p>Betty Friedan, “The Feminine Mystique,” 1963 SNCC Position Paper: Women in the Movement, 1964 Pauli Murray “The Birth of NOW,” 1987 NOW Statement of Purpose, 1966 Redstockings Manifesto, 1969 Combahee River Collective Statement, 1977</p> <p>Research Assignment #3</p>
14	04/03-04/07	SPRING BREAK	
15	04/10-04/14	Why did US officials try so hard to “win” in Vietnam?	<p>Select readings from <i>American Yawp</i> Chapters 25-28</p> <p>Primary/Secondary sources: Hears and Minds Documentary CIA Report, “The Crisis in Indochina,” 1950 “North Vietnamese General Outlines His People’s War Strategy” 1961 “President Lyndon B. Johnson’s Advisers Chart the Path to Military Escalation” 1964 “Chinese Leader Mao Zedong Urges North Vietnamese to Fight On” 1965 “Former Secretary of Defense Robert S. McNamara Concludes That He Erred” 1995 Obituary for Robert McNamara, 2009</p>
16	04/17-04/21	How did the late ‘60s movements reimagine the struggles of racial and ethnic minorities in the US and the world?	<p>Select readings from <i>American Yawp</i> Chapters 27-28</p> <p>Primary/Secondary sources: Kwame Ture and Charles Hamilton, “Black Power,” 1967 “Whitey on the Moon” 1970 “The Consequences of Termination for the Menominee of Wisconsin” 1971 “Gary Declaration, National Black Political Convention” 1972 “A Chicago Conference Advocates for Creation of Aztlan” 1969 Alcatraz Proclamation Black Panther Party and Program, 1966</p> <p>Research Assignment #4</p>
17	04/24-04/28	Where did the New Right come from?	<p>Select readings from <i>American Yawp</i> Chapter 29</p> <p>Primary/Secondary sources:</p>

			Phyllis Schlafly, "The Fraud of the Equal Rights Amendment" 1972 Erik Loomis, "Lordstown Workers in a Rebellious Age" Jerry Fallwell, "Listen, America!" 1980 Ronald Reagan, "Remarks at the Annual Convention of the National Association of Evangelicals in Orlando, Florida" 1983
18	05/01-05/05	How, when, and to what extent did the Cold War end? To what extent was post 9/11 foreign policy a departure from Cold War foreign policy?	Select readings from <i>American Yawp</i> Chapter 30 Primary/Secondary sources: Odd Arne Westad, "The Cold War and America's Delusion of Victory," 2017 "Soviet Reformer Georgi Arbatov Explains New Thinking in the Soviet Union, 1989 National Security Directive 45, 1990 NAFTA, 1994 "The National Security Strategy of the United States" 2002 "Robert Byrd on the War in Iraq" 2003 "Second Inaugural Address of George W. Bush" 2005
19	05/08-05/12	How do we tell the story of American democracy in our contemporary moment?	Select readings from <i>American Yawp</i> Chapter 30 Primary/Secondary sources: "An Interview with the Founders of Black Lives Matter" 2016 Donald Trump, "Protecting the Nation from Foreign Terrorist Entry into the United States," 2017 Nikole Hannah-Jones, "Justice," 2021 Kimberle Crenshaw, "The Eternal Fantasy of a Racially Virtuous America," 2021 Song, "At the Seams," 2021 Heather Cox Richardson, "Oligarchy Rides Again
20	05/15-05/19	FINALS WEEK	Prepare for the Final Exam
21	05/22-05/23	FINALS WEEK	FINAL EXAM