



**Course Title: United States History II**

**Course #: HIST-1120-6**

**Credit Hours: 3**

**Semester: Spring 2022**

**Cap: 25**

**Faculty:** Joshua Ward Jeffery, MTS, MA

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**Office:** TBD

**Office Phone:** (928) 882 - 3150 x3017

**Office Hours:** Tuesday, 9am-1pm. Other times by appointment.

**Preferred Communication:** Email. I will respond to all emails within 24-hours.

**Class Location:** Online - Blackboard.

**Class Meeting Times:** Asynchronous, fully online course, with no meeting times.

**Required Materials:** Computer and internet access, note paper, writing utensils.

Per NTU policies regarding the pandemic, all students are **required** to have a computer in order to complete the course.

**Textbook:**

Nancy A. Hewitt and Steven F. Lawson, *Exploring American Histories: A Survey with Sources*, Vol. 2 (New York: Bedford/St. Martin's Press, 2019). ISBN 9781319106423.

All additional readings will be uploaded as a PDF in Moodle.

**Mission Statement**

Navajo Technical University's mission is to provide University readiness programs, certificates, associate, baccalaureate, and graduate degrees. Students, faculty, and staff will provide value to the Diné community through research, community engagement, service learning, and activities designed to foster cultural and environmental preservation and sustainable economic development. The University is committed to a high quality, student-oriented, hands-on-learning environment based on the Diné cultural principles: *Nitsáhákees, Nahátá, Íina, Siihasin*.

**Course Description**

**From the catalog:** This course covers the history of the United States from the end of the Reconstruction to the present. The course combines traditional topics with new scholarship covering social and cultural developments that have shaped the lives of the entire spectrum of the American people. Sources include historical studies as well as extensive primary source documents in which the voices speak to the problems of the present. This course may be taken to satisfy the general education Humanities requirement.



**From the instructor:** This course will provide a post-colonial examination of United States history, from Reconstruction to the present. As a post-colonial examination of American history, we will work to de-center European perspectives (as much as we are able to with the materials available), in order to explore a narrative that instead hears other voices. Many American historians, in an attempt to shine light upon the injustices perpetrated against African-Americans during the Jim Crow and Civil Rights eras, have named racial discrimination as the dominant theme of the second half of the U.S. History survey course. However, in this course, I will argue that a post-colonial framework, one which focuses upon the forced assimilation of indigenous Americans, as well as upon the subordination of African-Americans and immigrants, and the expansion of American colonialism across the globe, in order to fuel the resource needs of a dominating American capitalist enterprise, is the correct frame of reference for viewing the history of the United States.

Course Outcomes	Course Measurements
A strong understanding of the pre-history of the United States.	Class discussions, midterm project, final digital project, pop quizzes
A strong understanding of the colonial, early Republic, and Civil War eras of United States History.	Class discussions, midterm project, final digital project, pop quizzes
A strong understanding of how colonialism affected indigenous peoples, as well as enslaved peoples from Africa.	Daily one-minute writes, class discussion
A strong understanding of how historians make interpretive choices to craft historical narratives.	Daily one-minute writes, class discussion, secondary source analysis assignments.
A strong ability to critically read primary and secondary sources critically.	Comparative and secondary source analysis, chapter primary source projects
A strong ability to analyze primary and secondary sources.	Comparative and secondary source analysis, chapter primary source projects
A strong ability to deconstruct and critique texts and other narratives.	Comparative and secondary source analysis, chapter primary source projects, midterm project, final digital project
A strong ability to conduct preliminary historical research.	Final digital project, midterm project
A strong knowledge of the chronology of U.S. History.	Pop quizzes
An ability to communicate the moral impacts of the history of the United States.	Final digital project

### Connections to Program Assessment (course-embedded measures)

### General Education Assessment



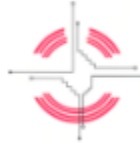
- Articulate diversity of human experience
- Evaluate contemporary issues, expressions, & thoughts

**Course Activities**

<b>Week</b>	<b>Date</b>	<b>Chapters/Reading</b>	<b>Assignments</b>	<b>Assessments</b>
1	01/18 - 01/22	Hewitt and Lawson, Ch. 14	Comparative Analysis (p. 468)  Secondary Source Analysis (p. 477)  Primary Source Project 14 (p. 482).	Review and Relate 1-8 (p. 482)  Syllabus quiz.
	<b>01/21</b>	<b>Last day to add/drop</b>		
2	01/23 - 01/29	Hewitt and Lawson, Ch. 15;	Secondary Source Analysis (p. 517)	<b>Historical/Social Science Concept Quiz</b>
3	01/30 - 02/05	Hewitt and Lawson, Chs. 16	Primary Source Project 16 (p. 554)	
4	02/06 - 02/12	Hewitt and Lawson, Ch. 17.	Comparative Analysis (p. 582)	
5	02/13 - 02/19	Hewitt and Lawson, Ch. 18.	Secondary Source Analysis (p. 614)	
6	01/20 - 02/26	Hewitt and Lawson, Ch. 19.	Primary Source Project 19 (p. 659)	
	<b>02/25</b>	<b>Graduation Petition is due</b>		
7	02/27 - 03/05	Hewitt and Lawson, Ch. 20.	Secondary Source Analysis (p. 684)	
8	<b>03/06 - 03/12</b>	<b>Mid-Terms</b> Hewitt and Lawson, Ch. 21	Review and Relate 1-10 (p. 732)	<b>Midterm Project</b>



9	<b>03/13 - 03/19</b>	<b>Spring Break!</b>	<b>No homework</b>	
10	03/20 - 03/26	Hewitt and Lawson, Ch. 22.	Primary Source Project 22 (p. 770)	
11	03/27 - 04/02	Hewitt and Lawson, Ch. 23.	Secondary Source Analysis (p. 804)	
	<b>03/31</b>	<b>Last day to withdraw with a "W"</b>		
12	04/03 - 04/09	Hewitt and Lawson, Ch. 24.	Primary Source Project 24 (p.843)	
13	04/10 - 04/16	Hewitt and Lawson, Ch. 25.	Secondary Source Analysis (p. 873)	
14	04/17 - 04/23	Hewitt and Lawson, Ch. 26.	Primary Source Project 26 (p. 920)	
15	04/24 - 04/30	Hewitt and Lawson, Ch. 27.	Secondary Source Analysis (p. 951)	
16	05/01 - 05/07	Hewitt and Lawson, Ch. 28.	Primary Source Project 28 (p. 992)	
17	<b>05/08 - 05/12</b>	<b>Final Exams Chapter 29 - Extra Credit</b>	<b>Reading Reflection - Chapter 29 Extra Credit</b>	<b>Final Exam Review and Relate Extra Credit (p. 1038)</b>
	<b>05/13</b>	<b>Grades are due to the Registrar</b>		



### Grading Plan

Homework	25%	A = 100 - 90%
Mid-term	20%	B = 89 - 80%
Final Exam	30%	C = 79 - 70%
Quizzes	10%	D = 69 - 60%
Class Participation	15%	F < 60%

### Grading Policy

Each student must do his or her own homework. Discussion among students on homework and cases is encouraged for clarification of assignments, technical details of using software, and structuring major steps of solutions - especially on the course's website. Students must do their own work on the homework and exam. Cheating and Plagiarism are strictly forbidden. Cheating includes but is not limited to: plagiarism, submission of work that is not the student's own, submission or use of falsified data, unauthorized access to exam or assignment, use of unauthorized material during an exam, supplying or communicating unauthorized information for an assignment or exam.

### Participation

Students are expected to attend and participate in all class activities- as listed above, as it **is 15% of the grade**. Points will be given to students who actively participate in class activities including field trips, laboratories, and ask questions of guest speakers and other presenters.

### Attendance Policy

Students are expected to regularly attend all classes for which they are registered. A percentage of the student's grade will be based on class attendance and participation. Absence from class, regardless of the reason, does not relieve the student of his/her responsibility to complete all course work by the required deadlines. Furthermore, it is the student's responsibility to obtain notes, handouts, and any other information covered when absent from class and to arrange to make up any in-class assignments or tests if permitted by the instructor. Incomplete or missing assignments will necessarily affect the student's grades. Instructors will report excessive and/or unexplained absences to the Counseling Department for investigation and potential intervention.

**Instructors may drop students from the class after three (3) absences unless prior arrangements are made with the instructor to make up work and the instructor deems any excuse acceptable.**

### Study Time for Hybrid or Blended Courses

**For a hybrid or blended course of one (1) credit hour, a student is expected to spend three (3) hours per week studying the course materials.**

### Academic Integrity

Integrity (honesty) is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own. Students who



engage in academic dishonesty diminish their education and bring discredit to the University community. Avoid situations likely to compromise academic integrity such as: cheating, facilitating academic dishonesty, and plagiarism; modifying academic work to obtain additional credit in the same class unless approved in advance by the instructor, failure to observe rules of academic integrity established by the instructor. **The use of another person's ideas or work claimed as your own without acknowledging the original source is known as plagiarism and is prohibited.**

### **Diné Philosophy of Education**

The Diné Philosophy of Education (DPE) is incorporated into every class for students to become aware of and to understand the significance of the four Diné philosophical elements, including its affiliation with the four directions, four sacred mountains, the four set of thought processes and so forth: Nitsáhákees, Nahát'á, Íina and Siih Hasin which are essential and relevant to self-identity, respect and wisdom to achieve career goals successfully.

### **Students with Disabilities**

The Navajo Technical University and the School of Arts and Humanities are committed to serving all enrolled students in a non-discriminatory and accommodating manner. Any student who feels he/she may need an accommodation based on the impact of disability or needs special accommodations should inform NTU in accordance with the procedures of the subsection entitled "Students with Disabilities" under Section 7: Student Support Programs, NTU Student Handbook.

### **Email Address**

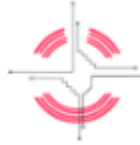
Students are required to use NTU's email address as a formal mode of communication.

**Final Exam Date: 05/10/2022**

### **Assignments and Assessment Descriptions and Policies**

Throughout the course, in addition to our weekly reading, we will be engaged in a number of formative and summative assessments of your learning. In order to do well in the course, you **MUST** complete all of the weekly reading. Make sure to set enough time aside during the week to complete reading assignments and formative assessments. To be successful, you must also complete all formative assessments.

As a policy, I **do not** accept late assignments unless you have contacted me ahead of time to make prior arrangements. The reasons for asking for an extension on an assignment are not as important as timing. If you need an extension, please contact me at your earliest convenience, and at least 24-hours before the due date in question. In the case of a true emergency, I will consider taking late assignments on a case-by-case basis.



## **Weekly Worksheet - Due Fridays @ 11:59pm via Blackboard.**

As we will discuss at-length in class, historians conduct their work by first acquainting themselves with the body of scholarly secondary sources crafted by historians and social scientists on a particular topic, and then, through a close analysis of primary sources, which they use to refine the historical record by crafting new interpretations based on the evidence. As such, we will be reading a wide variety of primary and secondary sources for this course, many of which (but not all), are contained in your textbook.

Each week, you will have a worksheet assignment due on Friday, by 11:59pm. The worksheet is composed of two components: a vocabulary section, and then a critical thinking section. The critical thinking component can be one of four assignments: a comparative analysis, a secondary source analysis, a primary source project, or review and relate questions. For each assignment, you will read the reading from the textbook for the assignment, and then answer the questions about that reading in the worksheet.

Each worksheet will have more specific directions relating to naming the worksheet before turning in, or how to answer the questions. Make sure to follow those directions, as failure to do so will result in a loss of points.

For worksheets with a comparative analysis assignment, you should read or otherwise inspect the sources provided, and then answer the questions at the end of the assignment. Make sure to answer both the “interpret the evidence” section and the “put it in context” section of each.

For worksheets with a secondary source analysis, you will read two or more conflicting secondary sources written by professional historians, and then conduct an analysis of these sources. Make sure to answer both the “examine the sources” section and the “put it in context” section of each.

For worksheets with a Primary Source Project, you will read several primary sources related to our textbook readings, and then conduct analysis on these sources as a unit. Make sure to answer both the “interpret the evidence” section and the “put it in context” section of each. **NOTE:** Do NOT use the Primary Source Worksheet that I will provide to you during the first few weeks of class. Turning in a Primary Source Worksheet instead of the weekly worksheet will result in a grade of zero.

## **Reading Reflections - Due Saturdays by 11:59pm.**

Reading Reflections will be one of the main homework components of this course. The reflection shall be a synthesis/summary of the assigned chapter for the day. In the reflection, you will summarize the content of the day’s reading. Then in one short, **separate** paragraph, you will ask one or more critical questions of the text, or otherwise respond critically to the reading. We



will discuss critical thinking, reading, and writing during our first course session.

A critical question or reaction is just that: it is **CRITICAL**. It is to critique something. To evaluate it, to find its flaws, and to suggest a better path. This class is about U.S. History, which you should know something about. And, if you are Diné, then you should have something to say about that history. Think about, for instance, how the historians we are reading talk about indigenous people? Are they correct in what they say? Are they wrong? Do they misunderstand indigenous cultures and practices? Do they misrepresent what happened in favor of Europeans? Is their emphasis correct, or skewed? Do they interpret events and historical significance differently than you would? Do they ignore or underemphasize important events or topics? Do they fail to ask important questions? Do they view the world differently than you do? These are all valid topics for your critical question or reactions. Show me that you understand and are THINKING about what you read.

Things that are **NOT** critical questions and will not receive points: Posing “what if” scenarios. Noting how interesting you find something. Noting how much you learned from the chapter. Asking questions that are easily answered by reading the chapter. Asking a question without a critical purpose (“because I want to know,” instead of “why didn’t the author include **this?**”).

Each reflection paper should consist of at least 250 words (**before** your critical question or reaction), double spaced, 12 point type, with 1 inch margins. Each paper should have a header with the customary information, along with a word count of the actual essay.

During the first two weeks, I will be fairly lenient on grading critical questions. However, starting on Week 3, you will lose the full number of points listed on the Reading Reflection Rubric.

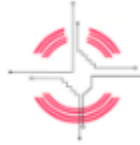
### **Discussion - Due on different days. See below.**

You will be required to post an original, thoughtful, substantive, and well-edited contribution that responds to the original prompt and that will help move the conversation forward.

DO NOT simply copy and paste text from our text as your answer. This is plagiarism and will be treated as such. If you wish to use short quotations from our text or another text, that is fine, but you must properly cite those texts in your post, and then analyze or otherwise respond to the text substantively.

Each initial post should be at least 100 words in length. For full credit, you will also be required to provide two substantive responses to your classmates' responses. Responses such as “good job,” or “I agree,” or even “I disagree” are not sufficient to meet the substantive standard. Go farther, ask a question, describe in detail and with evidence why you agree or disagree with your colleagues, or otherwise engage with their commentary. Your two responses to your colleagues





should be long enough to substantively engage with their ideas. On weeks that we have online discussion. Your original response is due by 6pm on Wednesday, with replies due by Saturday at noon.

To keep the conversations going, please follow these steps:

1. Read my initial questions and any peer responses.
2. Find an interesting comment by one of your classmates and respond.
3. Address your post to your classmate (use their name) and briefly comment on their contribution.
4. Share new information from the assigned readings and apply it using critical thinking skills.
5. Sign your name and adjust the subject line before posting.
6. Repeat steps 1-5 twice more.

**Quizzes** – Due on different dates. See syllabus schedule.

Students will be quizzed on their knowledge of the syllabus, and on their knowledge of specific historical and social scientific vocabulary. One or more pop quizzes may be used to encourage accountability to our reading schedule. As such, keeping up with our reading schedule and class assignments is essential for doing well in the course.

**Midterm Project** - Due March 8th

As part of our course, you will be asked to select a historical event of your choosing to research. Your choice of event must be approved by me before you begin research. After conducting thorough research on your case, you will then write a research report demonstrating your findings. You will then be required to either edit or create a wikipedia page entry for your case, in order to share your findings with the world. Your research report should be between 300 - 1000 words, and your contribution to Wikipedia must be, at a minimum, at least one hundred words. You should read the entire Wikipedia article on your topic as part of your research. Your research report should make an argument about the shortcomings of the Wikipedia article, such as what is incorrect, what is missing, or how historians or others have misinterpreted the event. You should also discuss your reasons for selecting your event, and how it is related to the course concepts that we have learned so far. Full parameters and a rubric for the project will be provided on the first day of class.

**Final Exam** – Due May 10th

The final exam will provide you with an opportunity to demonstrate the historical analytical skills that you have developed over the course of the semester. The exam will be in two parts: primary source analysis, and secondary source analysis. For the primary source portion, you will



be given a large number of primary sources, asked questions about each, and then you will be given a prompt for an essay. For the secondary source portion, you will be given several secondary sources with varying interpretations of a historical event. You will be given several questions about each, and then you will be given a prompt for an essay about the differences in interpretation. The exam will be conducted online, and you will have two hours to complete it.