

**Ohio Articulation Number (OAN)  
Course Submission Form  
2005-2006**



College/University Lorain County Community College

Course(s) Submitted(Title & Course #) **United States II HSTR 162 E**

Ohio Articulation Number OSS 044

Date May 5, 2006 Course 1 of a 1 Course OAN mapping.

Name and title of individual submitting on behalf of the college/university

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Credit Hours 3 Qtr \_\_\_\_\_ sem X

Lecture Hours 3

Laboratory Hours \_\_\_\_\_ (if applicable)

Pre-Requisites(s) Course work (if applicable)

Placement Score (if applicable)

(Name of test)

(Domain) \_\_\_\_\_ (Score) \_\_\_\_\_

Catalog/Course Description (Includes Course Title and Course #)

A political, economic, diplomatic, social, cultural, and intellectual survey of the United States from the end of the Reconstruction to the present

Texts/Outside Readings/Ancillary Materials

Kennedy, David M. (2006). The American Pageant, Vol. I, (13<sup>th</sup> edition).

### Course Objectives and/or Plan of Work

**Knowledge:**

Trace the principal movements and events of American history since the end of the Reconstruction as they have affected the development of the nation

Recognize America's role within the context of global history and current events

**Skills:**

Identify the origins, development and impact of the doctrine of laissez faire on economic, political and social development

Follow major themes in the development of the post-Civil War United States

**Values:**

Develop an appreciation of the distinct and diverse social, economic, military, political, spiritual, scientific, and cultural achievements and contributions in global context

Describe significant social, economic, military, spiritual, scientific, and cultural achievements in the context of national development

### Description of Assessment and/or Evaluation of Student Learning

- Examinations based on a rubric
- Class discussions based on a rubric
- Lecture
- Reflective paper
- Writing assignments based on a rubric

### Master Syllabi and Working Syllabi (if both are used)

**Lorain County Community College****United States History II – HSTR 162****Course Catalog Description:**

A political, economic, diplomatic, social, cultural, and intellectual survey of the United States from the end of the Reconstruction to the present

**Course Content/Topical Outline:**

- End of the Reconstruction
- Nineteenth Century Politics
- Western Movement
- Industrial Growth and Urbanization
- The Rise of Organized Labor

- Populism and Progressivism
- The Emergence of the United States as a Global Power With Global Responsibilities
- The Progressive Presidents
- The First World War
- The Republican Ascendancy
- The Great Depression
- Franklin Delano Roosevelt and the New Deal
- The Second World War
- Reversing Jim Crow – Civil Rights
- The Fair Deal
- The Cold War
- Hot Wars – Korea and Vietnam
- Lyndon Johnson’s Great Society
- Nixon and Watergate
- The Reagan Revolution
- Post Cold War Foreign Policy
- The War on Terrorism and the Invasion of Iraq

### **Course Learner Objectives**

#### **Knowledge:**

Identify the principal movements and events of American history since the end of the Reconstruction as they have the development of the nation; *Assessment: Interpretive reading, analytical writing assignments and examinations based on a rubric*

Trace America’s transformation from being an overwhelmingly rural and agrarian nation before the Civil War to a post-Civil War urban and industrial colossus that by the beginning of the twentieth century dominated global heavy manufacturing; *Assessment: Interpretive reading, analytical writing assignments and examinations based on a rubric*

Recognize the diverse of groups of people that contributed to the development and shaping of post – Civil War United States; *Assessment: Interpretive reading, analytical writing assignments and examinations based on a rubric*

#### **Skills:**

Follow the impact of the doctrine of laissez faire on economic, political and social development; *Assessment: Interpretive reading, analytical writing assignments, class discussions and examinations based on a rubric*

Identify the origins, development and impact of the reversal of laissez faire on economic, political and social development; *Assessment: Interpretive reading, analytical writing assignments, class discussions and examinations based on a rubric*

Identify and connect major themes in the development of the post – Civil War United States; *Assessment: Interpretive reading, analytical: writing*

*assignments, class discussions and examinations based on a rubric.*

Demonstrate an ability to assess primary source documents critically.

**Values:**

Develop an appreciation of the distinct and diverse social, economic, military, political, spiritual, scientific and cultural achievements and contributions of the United States in a global context; *Assessment: Reflective paper*

Describe significant, social, economic, military, spiritual, scientific and cultural achievements in the context of post – Civil War development; *Assessment: Interpretive reading, analytical writing assignments and examinations based on a rubric*

**Text:**

The American Pageant, Vol. II by Kennedy, David M.

*The use of supplemental books and readings is mandated. Each instructor is allowed to choose their own supplemental materials*

**Class Schedule:** *Dates will vary depending on how many days and hours per week the class meets*

Week 1	Orientation
Week 2	End of the Reconstruction – Chapter 22
Week 3	Nineteenth Century Politics – Chapter 23
Week 4	Western Movement – Chapter 26
Week 5	Industrial Growth, Urbanization and the Rise of Labor – Chapters 24, 25
Week 6	Populism and Progressivism – Chapters 26, 28, 29
Week 7	The Emergence of the United States as a Global Power – Chapters 27, 30
Week 8	The Republican Ascendancy and the Great Depression – Chapters 31, 32, 33
Week 9	Franklin Delano Roosevelt and the New Deal – Chapter 34
Week 10	The Second World War – Chapter 35
Week 11	Ending Jim Crow – The Civil Rights Movement – Chapters 37, 38, 39
Week 12	The Cold War – Chapters 36, 37, 38, 39, 40
Week 13	Hot War – Korea and Vietnam – Chapters 36, 38, 39
Week 14	The Great Society, Nixon and the Reagan Revolution - Chapters 38, 39, 40
Week 15	The War on Terrorism and the Invasion of Iraq – Chapters 41, 42

**Assessment of Student Learning and Grading Procedures:**

Lorain County Community College is committed to a process of effectively assessing and documenting student learning. Professors and students both share in the responsibility to assist in an effort to promote continuous

improvement in course content, delivery and student achievement. This course addresses the following general education outcomes

<b>General Assessment Outcomes</b>	<b>Assessment Method(s)</b>
1. Professional Competencies	Outcomes 1-10
4. Appreciation and Understanding	Outcomes 1-10
5. Understanding History	Outcomes 1-10
6. Writing	Outcomes 1-10
9. Critical Thinking	Outcomes 1-10
10. Multicultural and Global Issues	Outcomes 1-10

**Grades:**

*Each professor lists the various grade-giving components of his/her course and stipulates their various weights. E. g. Lecture, Discussion, Examinations and Written Assignments*

**College and Classroom Policies:**

Special Needs: In accordance with College policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the instructor at the beginning of the semester or when an assignment is given for which an accommodation is required. Students with disabilities must verify their eligibility through the Office of Special Needs Services located in the Learning Resources Center, Room 115. The telephone extension is 4058. These accommodations are not retroactive

Campus Code of Conduct: Lorain County Community College students, faculty, staff and campus visitors are prohibited from engaging in those activities outlined in the Campus Code of Conduct. Students may refer to the Lorain County Community College catalog for complete details regarding these policies. Specific concerns include:

Academic Integrity: All forms of academic dishonesty are violations of the Lorain County Community College Code of Campus Conduct. In particular, students are cautioned against “plagiarism of any kind: to steal or pass off as one’s own ideas, words, writings, sources of another without giving direct and complete credit; to commit literary theft, to present as new and original ideas, phrases, photos, sentences, or products of any length derived from an existing source without citing the quotation as such and listing the complete source.

Classroom Decorum: Faculty members are charged with responsibility for creating and maintaining a classroom atmosphere conducive to learning. Disruptive, disrespectful, or obstructive behavior will be dealt with in terms specific to this syllabus and in accord with the Lorain County Community College Code of Student Conduct. Students may refer to the Lorain County Community College catalog for full details regarding these policies

Family Educational Rights and Privacy Act (FERPA): Lorain County Community College totally subscribes to all provisions of this law. The College catalog provides an explanation of student rights or lack thereof as laid out in FERPA.

Withdrawal Policy: Each student has the option of withdrawing from a class. Withdrawals are allowed until the end of the twelfth week of classes. It is the student's responsibility to initiate withdrawal procedures.

*Within the guidelines provided in the Lorain County Community College Code of Conduct faculty members may from time to time add other policies to their individual syllabi. For example, class attendance or tardiness.*

**This syllabus does not constitute a contract. To maintain the integrity of the course, the professor reserves the right to change this syllabus and any of its contents at any time during the course by notifying students verbally or by written addendum.**

## **WORKING SYLLABUS.**

### **Lorain County Community College**

**Course:** United States History II (HSTR 162) – The Modern Era

**Semester:** Spring 2006

**Instructor:** Dr. George N. Vourlojianis (Ver lo jon us)

**Telephone:** (440) 366-7165

**Office:** Health Science Building 111 – M

**E-Mail:** [gvourloj@lorainccc.edu](mailto:gvourloj@lorainccc.edu)

**Office Hours:** Monday & Wednesday 12:00 – 2:00 p.m.  
Tuesday & Thursday 8:30 a.m. – 9:30 p.m.

And by Appointment

**Text:** The American Pageant, Vol. II ( 13<sup>th</sup> Edition) by Kennedy

**Supplemental:** The Jungle by Sinclair

**Course Content:** The course will trace the rapid development and change of the United States from an overwhelmingly rural/agrarian

nation to an urban/industrial colossus the likes of which the earth has never seen, nor shall ever see again. The phenomena to be examined will include the end of the Civil War, the Reconstruction, Nineteenth Century Politics, Western Movement, Industrial Growth, Urbanization, the Rise of Organized Labor, the Populist Movement, the Progressives, Becoming a Global Power with Global Responsibilities, the First World War, the Red Scare, the Republican Ascendancy, the Great Depression, Franklin Delano Roosevelt and the New Deal, the Second World War, the Cold War, Hot Wars – Korea and Vietnam, the Civil Rights Movement, Lyndon Johnson and the Great Society, Nixon, the Reagan Revolution, the War on Terror and the Invasion of Iraq.

At the end of the semester, the student will describe and differentiate between the diverse phenomena and peoples who have made the United States the world's military, technological, economic and social leader.

Time will be spent analyzing historic phenomena and interpreting what effect they have on current events.

Critical thinking skills, reading comprehension and writing skills will be enhanced through essay writing, class discussions and examinations.

To convey this adventure to you, the professor will use lectures, reinforced by the text, supplemental readings, videos, maps, discussions, and an occasional song. Student participation in the form of questions and/or discussions is welcomed and encouraged!

### **Grades and Grading Schedule:**

The class grade will be based on three examinations and two written assignments. The examinations will be worth 75 points each. The interpretive paper on The Jungle will be worth 50 points and the interview assignments will also be worth 50 points. Therefore, the total number of class points is 325. During the semester if you wish to determine your grade, divide the points you have attained by the total number of points. This will give you a number that has value as a percentage. The standard grading scale is: 90 – 100% A; 80 – 89% B; 70 – 79% C; 60 – 69% D; Below 59% F. There are NO extra credit assignments.

If a grade is questionable or borderline the instructor in making the final grade determination will consider attendance, class participation and general attitude. If a student misses an examination, a make-up

will be given only if the professor has been contacted in advance to inform him of the tragic circumstances that have prevented you from taking the examination at the appointed time. Make-up examinations will be given at the discretion of the professor. If a make-up is missed a grade of F will be given for that examination. There is no make-up for the last or final examination.

**Students With Disabilities:** In accordance with college policy, if you have a documented disability and require accommodations to obtain equal access in this course please contact the professor at the beginning of the course. Students with disabilities must verify their eligibility through the Office of Special Needs Services located in the Learning Resources Center (Room 115). The contact person is Ms. Theo Scott at Extension 4058. Accommodations will NOT be granted retroactively.

**Cheating and Plagiarism:** Academic dishonesty in any form will not be tolerated. Academic theft (plagiarism) will not be tolerated. The professor will take any and all actions necessary to hold perpetrators academically accountable for their actions.

**Miscellaneous:** Tape recorders are allowed, as are guests provided the professor has been notified in advance. Cell phones will be turned off during class. No eating is permitted, but drinks are so long as you are careful not to spill anything on the floor or on the people you are sitting around. Disrespect and other lapses of civility will not be tolerated. If a student has to leave early please notify the professor at the beginning of class – this is an archaic practice known as courtesy.

**This syllabus does not constitute a contract. To maintain the integrity of the course, the professor reserves the right to change this syllabus and any of its contents at any time during the course by notifying students verbally or by written addendum.**

***Success in the Course! Have Fun!***

Additional Documentation

OAN	LCCC	BGSU	KSU	U, Akron	U. Toledo
OSS 010	HSTR 161 & 162	HIST 205 & 206	HIST 12070 & 12071	3400:250 & 251	HIST 2010 & 2020

This information is from the Equivalency Guide in CAS.

It shows how our indicated courses are accepted by BGSU, KSU, U of Akron, and U of Toledo.

Blue font indicates that the school submitted that course as indicated OAN.

**Additional Information:**

**COURSE DESCRIPTION WITH STUDENT OUTCOMES**

**LORAIN COUNTY COMMUNITY COLLEGE**

**DIVISION:** Social Sciences & Human Services

**COURSE TITLE:** United States II

**COURSE NUMBER:** HSTR 162 E

		Contact Hours/Week			Weight		ILU's			
<b>LECTURE/ RECITATION</b>	=	3	X	<b>LECTURE/ RECITATION</b>	<b>(1.0)</b>	=	3			
<b>LAB</b>	=	0	X	<b>LAB</b>	<b>(0.85 )</b>	=	0			
<b>CLINICAL</b>	=	0	X	<b>CLINICAL</b>	<b>(1.0)</b>	=	0			
*	=			*		=				
*	=			*		=				
<b>TOTAL CONTACT HOURS:</b>	=	3		<b>TOTAL COURSE ILU's</b>	=	3		<b>CREDIT HOURS:</b>	=	3

\* Please refer to the "Quality Point Checklist for New and Revised Courses" and/or Pages 500.01 through 500.05 of the Ohio Board of Regents Operating Manual for Two-Year Campus Programs for Instructional Arrangements that are not identified as Lecture/Recitation, Lab or Clinical. (<http://www.regents.state.oh.us/progs/2yrmanual.pdf>)

**IS THERE A SEPARATELY SCHEDULED LAB:** No

**IS THERE A SEPARATELY SCHEDULED CLINICAL:** No

**SPECIAL FACILITIES:** None

**START YEAR/SEMESTER:** Fall 1998

**PREREQUISITE:** None

(Please indicate course/s that must be taken before this course.)

**COREQUISITE:** None

(Please indicate course/s that must be taken with this course.)

**CONCURRENT:** None

(Please indicate course/s that must be taken before or with this course.)

**CATALOG DESCRIPTION:** A political, economic, diplomatic, social, cultural, and intellectual survey of the United States from the end of the Reconstruction to the present.

**REQUIRED TEXTBOOK(S)/MATERIAL(S):** Kennedy, David M. (2006). The American Pageant, Vol. I, (13<sup>th</sup> edition).

**TOPICAL OUTLINE: (COMMON CORE TOPICS)**

- End of the Reconstruction
- Nineteenth century politics
- Western movement
- Industrial growth and urbanization
- The rise of organized labor
- Populism and Progressivism
- The emergence of the United States as a global power with global responsibilities
- The Progressive presidents
- The First World War
- The Republican ascendancy
- The Great Depression
- Franklin Delano Roosevelt and the New Deal
- The Second World War
- Reversing Jim Crow – Civil Rights
- The Fair Deal
- The Cold War
- Hot Wars – Korea and Vietnam
- Lyndon Johnson’s Great Society
- Nixon and Watergate
- The Reagan Revolution
- Post Cold War foreign policy
- The War on Terrorism and the invasion of Iraq

<b>COURSE OUTCOMES &amp; ASSESSMENT:</b>	<b>(Tools, Methods, and Expected Results)</b>
<b>Outcomes</b>  <b>The student will be able to:</b>	<b>Assessment Method(s)</b> <i>*Most courses will address all three domains. In the instance when only two domains are addressed, include a justification in the Division cover letter.</i>
<b>Knowledge:</b> 1. Demonstrate the principal movements and events of American history since the end of the Reconstruction as they have affected the development of the nation.	Writing assignments and examinations based on a rubric
<b>Skills:</b> 2. Discuss and interpret the origins, development and impact of the doctrine of laissez faire on economic, political and social development.	Writing assignments and examinations based on a rubric. Class discussion
3. Discuss and interpret the origins,	Writing assignments and examinations based

development and impact of the reversal of laissez faire on economic, political and social development	on a rubric. Class discussion
4. Interpret and critique major themes in the development of the post-Civil War United States	Reflective paper
<b>Values:</b> 5. Develop an appreciation of the distinct social, economic, military, political, spiritual, scientific and cultural achievements and contributions of the United States in a global context.	Written assignments based on a rubric and objective measurements
6. Identify significant social, economic, military, spiritual, scientific and cultural achievements in the context of national development.	Written assignments based on a rubric and objective measurements

**GENERAL EDUCATION REQUIREMENT: OUTCOMES AND ASSESSMENT (Tools, Methods, and Expected Results)**

1. Develop the professional competencies to function effectively within their chosen academic disciplines and careers.
2. Develop technological literacy and demonstrate knowledge of the applications of technology in everyday life.
3. Understand and apply methods of scientific inquiry.
4. Develop an appreciation for and an understanding of the arts and humanities.
5. Develop an understanding of the history of the diverse social, economic, and political models of society.
6. Develop precision, clarity, and fluency in writing.
7. Develop accuracy, conciseness, and coherence in spoken communication.
8. Apply mathematical concepts to solve quantitative problems.
9. Develop critical thinking and reasoning skills for problem solving.
10. Develop an awareness and understanding of gender, ethnic, minority, multicultural, and global issues.
11. Develop an appreciation for and an understanding of the benefits of a healthy, active and well-balanced lifestyle.

<b>General Education Outcomes</b>	<b>Assessment Method(s)</b>
1. Develop the professional competencies to function effectively within their chosen academic disciplines and careers.	See Assessment Methods 1-6
4. Develop an appreciation for and an understanding of the arts and humanities.	See Assessment Methods 1-6
5. Develop an understanding of the history of the diverse social, economic, and political models of society.	See Assessment Methods 1-6
6. Develop precision, clarity, and fluency in writing.	See Assessment Methods 1-6
9. Develop critical thinking and reasoning skills for problem solving.	See Assessment Methods 1-6
10. Develop an awareness and understanding of gender, ethnic, minority, multicultural, and global issues.	See Assessment Methods 1-6

**SUGGESTED INSTRUCTIONAL METHOD(S) AND TECHNIQUE(S):** Lectures / discussions supplemented by maps, visual images, music, primary source readings, research / writing assignments

**GRADING PROCEDURES:** Grades are based on a standard grading scale (90 – 100%, A; 80 – 89%, B; 70 – 79%, C; 60 – 69%, D; 59% or below, F). Evaluation is conducted by in-class examinations and writing projects (essays and writing assignments)

**TRANSFER MODULE REQUIREMENT CHANGES:**

- None
- Add to English Composition area of Transfer Module
- Add to Arts/Humanities area of Transfer Module
- Add to Social and Behavioral Sciences area of Transfer Module
- Add to Mathematics area of Transfer Module
- Add to Natural and Physical Sciences area of Transfer Module

**MISCELLANEOUS**

- Add Ohio Articulation Number (OAN) and Department Code
- Add “G” for International Course (at least 30% of content is outside U.S.)
- Course/Cluster Program Review Underway

***OTHER RESOURCES INCLUDING EQUIPMENT AND SOFTWARE:***

5-05-06

OBR Use	Action
Approved	
Additional Information Requested	
Rejected	
Date	