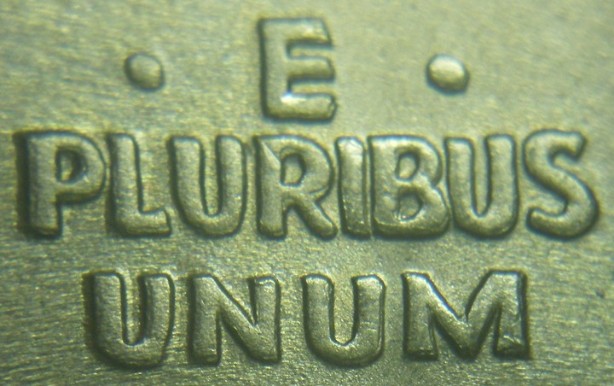
[](http://www.google.com/url?sa=i&rct=j&q=e%20pluribus%20unum&source=images&cd=&cad=rja&docid=1XuDFN5-PTK0IM&tbnid=BdL7rd1dM9oR-M:&ved=0CAUQjRw&url=http://consciousnss.wordpress.com/2010/11/10/e-pluribus-unum-sacred-heart-economy-of-sin-management/&ei=g_0HUuzIO4qMyQHl0oFg&bvm=bv.50500085,d.b2I&psig=AFQjCNE_-tggx7cphnpuGLQoHzsWjT3vhA&ust=1376341740116117)U.S. History

**Instructor: Mr. Lingle**

* Phone: 920-342-5368
* Email: [stevelingle@gmail.com](mailto:stevelingle@gmail.com)
* Website: <http://indianachristianacademy.org/mr-lingle-class-page/>

**Textbook:**

* *United States History*, 4th Ed.

**Course Description:**

This course examines the major turning points in American history beginning with the events leading up to the American Revolution, the origins of our constitution, reform movements, Manifest Destiny, the Civil War and Reconstruction, the impact of the frontier, the changing nature of business and government, World War I, the Great Depression, World War II, the growth of the United States as a world power, the Cold War and the struggle to achieve class, ethnic, racial, and gender equality. The course extends to the modern day. Contemporary world issues such as globalization, economic interdependence, terrorism and world cultures will also factor into our analysis of international conflict and cooperation. To accomplish the goal of U.S. History, students will learn, study, and research different topics to better understand how they have been impacted our nation’s history.

**Course Objectives:**

* To demonstrate an overall coverage-view of America’s history.
* To train the students to select relevant facts from among many details by choosing key facts and ideas over less significant ones.
* To arrange the events of history in a logical chronologic order.
* To encourage application by identifying and illustrating character traits needed in one’s life.
* [](http://www.google.com/url?sa=i&rct=j&q=us%20history&source=images&cd=&cad=rja&docid=NgPA9I7YVlAvfM&tbnid=G6gVutDukqtNVM:&ved=0CAUQjRw&url=http://en.wikibooks.org/wiki/US_History&ei=MP0HUribF8K2yAHaioGADQ&bvm=bv.50500085,d.b2I&psig=AFQjCNEBtmu6btg2lbeVmnArBJljiHSh3w&ust=1376341673245966)To evaluate current events, today’s leader, and modern ideas.
* To learn to “love’ America’s great history.
* To recognize God’s hand in all of American history.

**Classroom Supplies:**

* Blue or black pens (pencils acceptable)
* 3-ring notebook (best if used only for this class)

**Grading:**

Students will have the following breakdown of their U.S. History grade: \*1st Semester ony!

* 25% Tests
  + Usually one per chapter
* 15% Homework
  + Assigned daily in many different forms
  + **Homework can be turned in one day late for 25% off, any later and it will be a zero.**
  + Homework is considered late if not turned in at **beginning** of class
  + No red pen!
  + One homework grade will be dropped
* 10% Projects
  + Projects will be assigned throughout the year
  + Projects will vary ex. book reports, papers, original model, bulletin board, meal
* 10% Quizzes
  + Usually one per chapter
* 20% Research Paper
  + Project is assigned by Ivy Tech, due on Nov. 15th
* 10% Diversity Project
  + Project is assigned by Ivy Tech, due on Oct. 4th
* 10% Final Exam
  + Cumulative final assigned at the end of the semester

**Absences:**

If students miss any days due to an excused absence the student has the same number of days to make it up. **It is the student’s responsibility to find out the work missed and then to make it up (including notes)**

**Ethics:**

Any attempt at plagiarism or cheating will not be tolerated and will be given an automatic zero.

**General Classroom Policies:**

* Students may talk when given permission by Mr. Lingle
* Students have the privilege of being in the classroom when the bell rings
* Students get to work on U.S. history homework only unless given permission. **If found it will be taken.**
* All student handbook rules will be enforced.
* **Catch 22**- Mr. Lingle can add any rules or procedures throughout the year.

**Consequences**

* In the **unlikely** event of disobedience, disrespect, or disruption in class, discipline may include - but not limited to – the following in any sequence the teacher deems appropriate. Warning (verbal or non-verbal), reprimand after class, call/email to parents, detentions, demerits, office referral, or expulsion from class (temporary or permanent).

**How to create an account on Schoology:**

* Go to www. schoology.com
* Go to signup in the top right corner
* Click on student
* Type in your name, an email account, password for the email account, and birthday
* Type in the access code for Pre-Algebra class
* XMWHS-NJ632 (exactly as it appears)
* You will need final confirmation by Mr. Lingle and then you will be able to access the class

**HIST 102: SURVEY OF AMERICAN HISTORY II**

COURSE TITLE: Survey of American History II

COURSE NUMBER: HIST 102

PREREQUISITES: Demonstrated competency through appropriate assessment or earning a

grade of “C” or better in ENGL 025 Introduction to College Writing II or ENGL 093

Introduction to College Writing and ENGL 032 Reading Strategies for College II or ENGL 083

Reading Strategies for College.

SCHOOL: Liberal Arts and Sciences

PROGRAM: Liberal Arts

CONTACT HOURS: Lecture: 3

DATE OF LAST REVISION: Spring, 2011

EFFECTIVE DATE OF THIS REVISION: Fall, 2012

**Catalog Description:**

Covers major themes including the post Civil War period, western expansion, industrial growth

of the nation and its effects, immigration and urban discontent and attempts at reform, World

War I, the Roaring Twenties, social and governmental changes of the thirties, World War II and

its consequences, the growth of the federal government, social upheaval in the sixties and

seventies, and recent trends in conservatism, globalization, and cultural diversity.

**Major Course Learning Objectives:**

Upon successful completion of this course the student willbe expected to:

1. Describe the on-going development of an urban industrial society and a corporate-

capitalist economy out of a rural, agrarian past.

2. Trace and analyze the rise of reform and social movements.

3. Evaluate the expanding role of the United States in global affairs, from the Civil War to

the present.

4. Trace the expanding role of government in American society from the Civil War to the

present.

5. Define the transformation of the patterns of everyday life: the emergence of mass

culture, religious, intellectual, artistic, and scientific developments, and a pluralistic

national culture.

6. Analyze the emergence of the United States as a world power.

7. Reflect on historical issues and themes and form coherent, defensible opinions about

them.

**Course Content:**

Topical areas of study include -

Reconstruction Rise of Urban America

Western expansion Becoming a world power

The Progressive Era World War I

The Roaring Twenties The Great Depression

The New Deal World War II

The Cold War The Vietnam War

Civil rights and Counter-Culture Revival of conservatism

**Academic Honesty Statement:**

The College is committed to academic integrity in all its practices. The faculty value intellectual

integrity and a high standard of academic conduct. Activities that violate academic integrity

undermine the quality and diminish the value of educational achievement.

Cheating on papers, tests or other academic works is a violation of College rules. No student

shall engage in behavior that, in the judgment of the instructor of the class, may be construed as

cheating. This may include, but is not limited to, plagiarism or other forms of academic

dishonesty such as the acquisition without permission of tests or other academic materials

and/or distribution of these materials and other academic work. This includes students who aid

and abet as well as those who attempt such behavior.

**Plagiarism:**

Presenting within one’s own work the ideas, representations, or words of another

person without customary and proper acknowledgment of that person’s authorship is considered

plagiarism. Students who are unsure of what constitutes plagiarism should consult with their

instructors. Claims of ignorance will not necessarily excuse the offense.

Plagiarism can take many forms and can be a punishable offense in any case. Some of the

most common examples of plagiarism are the following:

1. Deliberately copying or paraphrasing work from a source and giving no credit to the

original author. For instance, if a student takes parts of a text (often cut and pasted

from an internet source) and uses it to construct a research paper with no in-text

citations or bibliographic page, the student is committing plagiarism.

2. Willfully submitting an unchanged paper written in one class for credit in another class.

(Self-plagiarism)

3. Buying, borrowing or sharing an assignment of any kind written by another person and

turning it in as your own work.

The consequences of plagiarism are always severe, and the following are possible

punishments:

1.  A failing grade for the plagiarized paper(s)

2.  A failing grade for the class

3.  Suspension or expulsion from Ivy Tech Community College

This list is not the specific order of applied penalties. In all cases of deliberate

plagiarism, a report of the incident will be placed in the student’s permanent record.

Institutions to which students seek admission may request information about incidents of

academic dishonesty from a student’s record.

Academic research papers and diversity projects without in-text citations and

works cited page will not be reviewed for a grade. In compliance with Ivy Tech’s

Academic Integrity policy and the guidelines set forth by this paper, they will

receive an automatic zero.

**Copyright Statement:**

Students shall adhere to the laws governing the use of copyrighted materials. They must insure

that their activities comply with fair use and in no way infringe on the copyright or other

proprietary rights of others and that the materials used and developed at Ivy Tech Community

College contain nothing unlawful, unethical, or libelous and do not constitute any violation of any

right of privacy.

**ADA Statement:**

Please see your high school handbook for additional information and guidance as to how to

proceed.

**WITHDRAWAL POLICY FOR HIGH SCHOOL DUAL CREDIT COURSES**

For fall semester only courses, write: “If you do not have a C or better on November 15 th , you

will be withdrawn from college credit. Students may request to be withdrawn before November

15th .”

For spring semester only courses, write: “If you do not have a C or better on April 15 th , you

will be withdrawn from college credit. Students may request to be withdrawn before April 15 th .”

For year-long courses, write: “If you have a D or F at the end of first semester, you will be

withdrawn from college credit. If you do not have a C or better on April 15 th , you will be

withdrawn from college credit. Students may request to be withdrawn before April 15 th .”

For all courses, write: Federal financial aid is based on a 2.0 GPA and a 67% course

completion rate.