

UNITED STATES HISTORY

INSTRUCTOR: MR. MULLIGAN

I. CONTACT INFORMATION

I am available via e-mail imulligan@ndpsaints.org

Google Hangout – Chat

II. AVAILABILITY

The structure of summer school denotes flexibility on the part of students and teacher alike. I am available by email, in addition to Google Hangout (approved by the Diocese of Phoenix). Students should know that I reserve the right to address email questions in a timely fashion. This may mean that I choose to answer a question to the whole class through a Canvas announcement. It is imperative that students look at the announcements throughout the course to keep track of important assignments. On Canvas I plan to organize it by pages and modules that correspond to each unit. Each module and unit page will have daily objectives and work.

If this needs to change or I feel that it is not conducive to what students need from me as an instructor I will modify my plans. Ultimately, this is about students learning about American history, and enjoying the journey. If they are not enjoying it then something is wrong, because as much as learning is challenging it should also be fun.

III. COURSE MATERIALS

You should have with you **every day**:

- <https://openstax.org/details/books/us-history>
 - PDF, iBooks, Kindle, and online
 - Students need to read and annotate when appropriate.
- An ample supply of loose college-ruled notebook paper for notes, essays, quizzes, and assignments.
- A power cord for your device and/or a backup battery.
- Earphones or earbuds to use with your iPad or other device when appropriate.

IV. COURSE STANDARDS

Reverence, Respect & Responsibility; and the Charisms of Notre Dame Preparatory: Since the three R's form the most important part of what you will learn as a student at NDP, they will permeate everything that we do in United States History (Summer School). We will display reverence by beginning each class period with *communal prayer*. In this course, we will see the many ways in which global culture has developed and evolved; Therefore, you will be expected to *display an understanding of social, cultural and economic diversity*. Through historical examples, you will see the need to *exhibit respect for self, others, property and the environment*. By seeing how

other societies have functioned, you will better *understand and practice the responsibilities of citizenship*. At all times, you will *demonstrate academic achievement by mastering subject knowledge*.

Attendance:

Regular attendance in this class is essential to course success. Students are expected to be in the classroom by 8:00am. Attendance is conducted through the use of a Canvas quiz at 8:00am, that is open for fifteen minutes. I will take one final attendance call as the morning session starts. If you miss the quiz but show up

at 8:15am you are tardy.

Summative Assessments:

Due to the nature of keeping academic integrity exams will be administered over WebEx, in addition to ExamSoft. Students will take these exams at the conclusion of each unit. Typically, these exams will be taken in the afternoon session of the day following a study session, and question and answer. Students can expect that each exam will take 45-to-50 minutes to complete. Other than an exam, students will have the opportunity to write essays, answer critical thinking questions, and construct various other ways of exhibiting mastery throughout the course.

A final exam will be administered at the end of each summer school term.

V. COURSE DESCRIPTION

This course is a summer school survey course of American History from the Colonial Period and American Revolution through the 20th Century, with an emphasis on the major social, political, economic, and military changes throughout the time period. The course will analyze the causes and effects of historical events through critical thinking of assigned readings, supplemental primary and secondary sources, and documentaries. Students will be expected to work individually, in small and large groups to write, present, and discuss critically the conventional accounts of history.

A. Course Scope and Sequence:

This semester we will focus on the following main areas of study:

1. Unit 1: Pre-Columbian America and American Revolutionary
2. Unit 2: Building A Republic
3. Unit 3: Jacksonian Democracy & Sectionalism
4. Unit 4: Civil War & Reconstruction
5. Unit 5: Westward Movement
6. Unit 6: Immigration and Industrialization
7. Unit 7: Progressivism
8. Unit 8: Imperialism and World War I
9. Unit 9: Economic Boom, Depression, and the New Deal (1919-1939)
10. Unit 10: World War 2
11. Unit 11: Post-WW2 America and the Civil Rights Movement
12. Unit 12: The Cold War: The Domino Theory
13. Unit 13: Resignation, Recession, and Revolution
14. Unit 14: The Gulf War and the New Millenia
15. Unit 15: "Post-Modernism" American Today and Tomorrow

I reserve the right to change the scope and sequence of units to best accommodate the learning objectives of the course and students. It is imperative that students look at the announcements throughout the course to keep track of important assignments. On Canvas I plan to organize it by pages and modules that correspond to each unit. Each module and unit page will have daily objectives and work.

VI. COURSE REQUIREMENTS AND PROCEDURES

Satisfactory completion of this course **REQUIRES** the following:

A. Homework/Independent work

Formative work has a shelf life and it is important to complete it in a timely fashion as it prepares for summative assessments. Once a summative assessment has been taken a student has until 6:30pm of that afternoon to turn in any work that was not complete on their own. If there is an issue or circumstance that delays said action, then a student must email me prior to 5:30pm. I will not check my email past this given time out of my need to keep a healthy work/life balance.

Students will have from 9:45 a.m. to 11:45 a.m. to do assignments correlating to the morning's lecture. Furthermore, afternoon material, in addition to the exam, is available until 3:30 p.m. each day. Students may still turn in morning work in the afternoon for seventy-five percent credit.

Independent learning and thinking are a critical component to this course. It is a skill and habit worth forming now rather than later as college draws ever closer. Although the lesson may draw to a close at 9:45am, I will be available for questions and homework help until lunch. Please contact me, and I am more than happy to help you solve any questions or concerns. Overall, students will have three hours of lecture and anywhere from one-to-two hours of work each day. Not every lecture is me talking and enjoying the sound of my voice. I want to hear from students. What did you read? What stood out to you? Anything that we can apply to today? See more below in expectations.

B. Classroom Expectations

The instructor has certain expectations for your behavior. Meeting these expectations make for a better learning environment for everyone. Therefore, you are expected to:

- BE ON TIME and come to class prepared and ready to thoughtfully participate in class discussion. We must move at a fast pace and thus, we will not be able to wait for you to catch up and catch on during class.
- ALWAYS treat each other and the instructor with respect and kindness and make sure when someone else is speaking, **you are not**.
- RESPECT the opinion and viewpoint of others even if you do not agree with their ideas or position. • Raise your hand [feature on WebEx] to engage in class discussions. I work to only recognize those with raised hands.
- If you don't understand something covered in or out of class, it is your responsibility to seek assistance from the instructor.
- Complete all of the assignments **before** the end of class and keep current with your reading, homework and note taking.
- "My printer didn't work" or "my WiFi went down" will never be an accepted excuse. In today's world, there is **always** a way to get your work in on time including saving it to a jump drive and presenting it to me in class, sending it to me in an e-mail or by submitting it to me via Canvas.
- Do not submit in .pages format. Please submit in .PDF or .doc(x)

Any student who disrupts the activities of the class will be subject to disciplinary procedures according to the policies in the Notre Dame Student Handbook.

E. Discipline

- Discipline is dealt with per school policy.

G. Grading Policy

The student's grade will be evaluated through tests, quizzes, homework, projects, essays, and participation.

Grades are given by the scale in the Student Handbook. At any given moment throughout the semester, the student should know what he/she is earning in this class by accessing Canvas.

- Summative Assessments (e.g. tests, projects, debates, Socratic Seminars) = 50% • Formative Assessments (e.g. homework, discussions, assignments) = 30% • Final Exam = 20%
- You will receive points for participation as part of your grade. This will mean more than just speaking out loud in class. Actively following the lesson of the day is required and you will not receive participation points if you are off task. You will also not receive participation points on the days you are absent, so it is important for you to be in class daily. Lost participation points cannot be made up.
- If you fail to complete a formative assignment on time, you will receive partial credit, but I will not accept assignments over email. If nothing is turned in, you will get a zero for that formative assignment. This includes all on-line, Canvas based formative activities and submissions as well. • I will be updating your grades and upcoming assignments weekly on Canvas.

H. Grade Challenges

- If you disagree with a grade you have been given, you may request a review of that grade. However, you must ask for a formal review either verbally outside of class or submit the review in writing. Any challenge must be done in a calm, respectful manner to even be considered for review. Grades will not be discussed openly during class and any attempt to do so will forfeit the student's right to challenge that grade.

I. Listening, Speaking, and Discussion Expectations

- This is something that is a very important standard that you will be held accountable to meeting. You will need to be respectful of others in this classroom at all times. This means you are not allowed to disrupt anyone else's right to learn in this class or are you allowed to disrupt my right to teach. • The rules for listening are as follows:
 1. Your ears need to be open
 2. Your mind needs to be processing the information
 3. Only **ONE** voice at a time will be heard.
- As an arbiter for discussion I reserve the right to take positions, which may or may not be popular with students and parents alike as a means of challenging conventional thinking. It is my utmost priority to create political scientists out of you this semester. With this being said, know that I strive to uphold Catholic values in my classroom.

Our goal should be to create an environment where everyone is heard, everyone can learn and everyone feels safe. We are all in this together and treating each other accordingly will help us all to accomplish our goals for the course.