

Course Information

Number: HG222
Name: United States History Since the Civil War
(Previously: United States History II)
Description: Westward expansion, industrialization, imperialism, World War I, the Twenties and Thirties, World War II, and the post-World War II period are discussed. Emphasis is on cultural, economic, and political developments. (Offered in alternate years with Maine History.)
Credit(s): 3
Offered (DAY schedule): In alt yrs with Maine History
Instructor Permission Required: N
Pre-Requisite(s):

This course was previously titled United States History II,
Previously numbered HG322

Course Objectives for hg222 not found.

THOMAS COLLEGE
HG222 - United States History Since the Civil War
Spring 2019
Course Time: Tues and Thurs/3:40-4:55pm **Room:** AL 121
Instructor: Dr. Richard L. Biffle
E-mail address: biffler@thomas.edu

Office Location: AD 209
Office Telephone Number: 207-459-1366

Growing up, I decided, a long time ago, I wouldn't accept any manmade differences between human beings, differences made at somebody else's insistence or someone else's whim or convenience.

-Maya Angelo

COURSE OVERVIEW

Someone, probably a frustrated student, once complained, "History is just one damn thing after another." Unfortunately, many history courses are taught in such a way that one can easily reach this grim conclusion. However, in this class you will not simply be memorizing a series of facts and regurgitating them for exams. Rather than emphasize "coverage" only (i.e. what happened), we will also focus on why specific events and trends took on a larger significance over time (i.e. so what?). We will be trying to make sense of what has occurred and determine how, in Maya Angelou's words, history creates our frames of reference, our identities, and our aspirations. Specifically, we will be addressing many of the issues that have vexed Americans since the Civil War. Some that we will discuss are rooted in specific time periods, but you will find that many of the controversies continue to resonate within our society today.

Beyond making sense of recent American history, the course will encourage you to develop your analytical skills. --- skills that are valuable if you are to succeed in any number of career paths. Throughout the semester you will be critically examining historical sources – both primary (produce at the time of the event in question) and secondary (produced after the fact).

Finally, it is hoped that by studying American history since the Civil War, you will become a more informed citizen than when you entered. Today, Americans are seen as astonishingly ignorant of their own nation's history and even more clueless about the world around them. This is not only embarrassing but unfortunate, for as Dr. Martin Luther King Jr, said, "*Nothing in the world is more dangerous than sincere ignorance and conscientious stupidity.*"

CONCEPTUAL FRAMEWORK: Education Program

The Conceptual Framework serves as a guide for fulfilling the Thomas College Programs in Education. The Education programs at Thomas College are built on the premise that a caring, motivating, and challenging classroom culture is at the heart of successful schools. In order to create that classroom, the Thomas College programs place an emphasis on preparing its students to teach for understanding.

- meet the rigorous professional standards for teaching and in order to help their students meet high standards for learning,
- teach in a caring, student-centered manner, differentiating instruction as needed to enable

- all learners to succeed, and
- understand issues of equity, use culturally responsive instruction, and build bridges between school and community.

Thomas College Diversity Statement

Thomas College is committed to promoting a diverse community in an atmosphere of mutual respect. We recognize and appreciate diversity in relation to race, color, national origin, religion, sex, sexual orientation, gender identity and expression, veteran status, age, socioeconomic status, and disability. Prominent among the values that define the Thomas College community is civility, which includes mutual respect, fairness, and appreciation of differences. All members of the college are called upon to promote and value this ethic of common respect and civility. (adopted, Spring 2011)

TEXTS AND RESOURCES

Course Texts

- Malala Yousafzai (2015), *I Am Malala*. Publisher: Back Bay Books
- Pat Nyhan (2009), *The New Mainers*. Publisher: Tilbury House; Gardiner, ME
- Joel Spring (2007, 5th Ed.). *Deculturalization and the Struggle for Equality*. Publisher: McGraw-Hill Higher Education.
- James Banks (2013, 5th Edition). *Introduction to Multicultural Education*. Publisher: Pearson.

Other Resources

Additional class readings from the Internet and hardcopy articles will be assigned in class.

PURPOSE OF THE COURSE

The purpose of this course is to present an overview of diversity and multicultural education, how it should be examined when looking at self, current societal issues and challenges, and our celebrations as a nation. The focus will be on using culturally relevant practices in such a way that students will have the skills in becoming caring teachers, professional practitioners, researchers, and leaders.

Emphasis will be placed on individuals confronting his or her own racisms or bias characteristics, examining current school and organizational structures to investigate how well their strategies serve the needs of culturally disadvantage students or employees, identifying frameworks and principals of multicultural education, and creating a caring and culturally meaningful classrooms, businesses, or organizations. In particular, students will highlight if current educational or business practices are damaging or benefiting to the growth of their respective professional communities. Course discussions, reflection activities, case studies, learning key terms, and Internet resources will be the driving tools to impacting students' performance.

COURSE OBJECTIVES

At the conclusion of the course students will be able to:

Foundations of Education: *Cultural and Linguistic Diversity*

- Examine and understand the issues related to culturally disadvantaged populations and communities
- Understand the needs of culturally disadvantaged people and students

Students and Learning: *Learning Theories*

- Articulate the variables and components of culture
- Discuss the importance of culture and how it plays a major role in community building and learning
- Define and apply current learning theories of diversity and multicultural education within required assignments
- Explain why there are misconceptions about diversity and multicultural education
- Articulate how diversity impacts our nation and schools
- Examine the stages of prejudices and how it relates to self

Content and Pedagogy: *Content Area Knowledge*

- Become familiar with the five dimensions of multicultural education
 - Content Integration
 - The Knowledge Construction Process
 - Prejudice Reduction
 - Equity Pedagogy
 - An Empowering Organizational and School Culture/Structure
- Become familiar with the History and Goals of Multicultural Education
- Identify the approaches to multicultural curriculum reforms
 - The Contribution Approach
 - The Ethnic Additive Approach
 - The Transformation Approach
 - The Decision Making and Social Action Approach
- Analyze the purpose of ethnic and cultural knowledge and understanding in the workplace, institutions and schools
- Knowledge and understanding of diverse people in diverse settings
 - Children of Poverty
 - Special/ At-risk Populations
 - Students with disabilities
 - GLBT Populations
- Cultural responsive teaching and language proficiency in schools
 - Language Level 1
 - Language Level 2
- Transforming the discussions and curriculum in helping communities acquire multicultural literacy and cross-cultural skills.

Content and Pedagogy: *Pedagogical Content Knowledge*

- Recognize ways to develop a caring-centered multicultural learning environment.
- Recognize the characteristics and responsibilities associated with selecting cultural relevant materials.

Coherent and Integrated Instructional Planning

- Develop and present a presentation to demonstrate cultural aspects of self

Assessment of Learning

- Perform peer evaluations

Learning Environment: *Culture and Community of Learning*

- Utilize multicultural education and culturally relevant resources and materials to describe a student-centered learning environment

Learning Environment: *Student Behavior and Classroom Management*

- Demonstrate knowledge and application of skills related to managing behavior and procedures in order to establish a comfortable, productive learning and work environments.

Instruction: *Effective Verbal and Non-Verbal Communication*

- Use of inquiry-based questioning and critical thinking skills in class discussion, class activities, and class presentations

Professionalism: *Oral and Written Communication Skills*

- Demonstrate effective oral and written communication skills necessary for modeling multicultural education instruction and teaching.

Professionalism: *Professional, Ethical Behaviors*

- Exhibit professional practice and responsibility in demeanor and appearance as a pre-service member of the teaching profession and internship assignments.

Professionalism: *Reflects on Practice*

- Evaluates current educational practices and instructional strategies
- Self-reflects upon philosophy of education and teaching practice

COURSE REQUIREMENTS, POLICIES, AND EVALUATION PROCEDURES

The following briefly describes course assignments. More specific expectations will be provided as the course develops. The grading program used allows the instructor to “weigh” assignments. Therefore, each category below is calculated independently and applied to your overall grade.

A. Course Requirements

<u>Assignment</u>	<u>Percentage</u>	<u>Points</u>
<i>Attendance/In-class Activities/Participation</i>	20%	20

<i>Reflective Journal Writings (5)</i>	5%	5
<i>Article Critiques (2)</i>	10%	10
<i>"Cultural Visual of Self" with a Reflective Narrative Paper</i>	15%	15
<i>Team Diversity Discussion - Power Point Presentation</i>	20%	20
<i>The PechaKucha Experience (Final Experience)</i>	30%	30
Total		100

B. Assessment Procedure

Presentation, projects, and tests will be used to determine student achievement of the course objectives listed. All required assignments are graded. Grades will be computed using the following scale:

A=90-100%	90-100
B=80-89%	80-89
C=70-79%	70-79
D=60-69%	60-69
F=Below 59%	Below 59

C. Instructional Strategies

Instructional time will be limited and students will be involved in cooperative learning, inquiry, dialogue, and project development much of the time. Theoretical program components will be introduced and reinforced through active exploration and investigation. Writing and reading will serve to stimulate reflection and questioning.

E. Attendance Policy

It is your responsibility to sign the attendance sheet circulated at the beginning of each class session on campus. An absence will be recorded if your signature is not on the sheet. Good class attendance is essential to the learning process. Students are expected to attend all sessions. More than three absences will lower your final grade one grade level – there are no exceptions. If you miss a class session contact the instructor and talk to your peers about the information you have missed.

F. Late Papers

Required papers and projects are due on the dates provided in class. Although late papers will be accepted, the grade for these materials will be reduced 10% for each week that they are received late.

G. Class Conduct/Expectations

You are responsible for your own learning and behavior. Ultimately, this course cannot help you become a successful and effective professional unless you are willing to grow as a student, teacher, and professional. Students are expected to attend and participate in class, read chapters before the class session, work cooperatively on group projects and class discussions, and act professionally in class and while participating in the field experiences. **Cell phones must be turned off or put on**

silent. Students who disturb class may be asked to leave the class session.

H. Extra Credit

Extra credit will NOT be offered and is not permitted. Again, give your best effort as you complete course assignments.

I. Policies Related to Students with Disabilities

It is the responsibility of any student with a disability, who requests a reasonable accommodation, to contact the Student Affairs Office at (207)-859-1243. That office through the student will make contact to the instructor of this class. The instructor will then be happy to work with the student so that a reasonable accommodation of any disability can be made.

ADDITIONAL COURSE INFORMATION

A. *Recommended and/or required Reading List* – Separate handouts will be provided by the instructor.

B. *Academic Integrity and Honesty* – Students are expected to follow the honor code as outlined in the current Thomas College Catalogue, which can be found online in the Academic Information section. Plagiarism, as defined within will not be tolerated.

D. *Course Revisions and Changes* – The aforementioned requirements, assignments, policies, evaluation procedures, etc., are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying the course syllabus.