

**OGLALA LAKOTA COLLEGE**  
**COURSE SYLLABUS & ADMINISTRATION**  
**Spring 2013**  
**Rebuilding the Lakota Nation through Education**  
**Wounspe Ihuniyan Hci Lakota Oyate Kin Akta Ic'icakagapi Kte lo**

**Name of Course:** American History II

**Course Number:** HISA 213

**Department:** Humanities and Social Science

**Credit Hours:** Three (yamni)

**Location:**

**Time & Day:**

**Instructor's Name:**

**Email:**

**Office:** N/A

**Office Hours:**

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**Course Description (Waunspe Oyakapi):**

This course focuses on United States history after the Civil War, while placing that nation within its international context. It begins with a look at how the people of the United States began to recover from the bloodiest war in U.S. history and ends with an examination of the United States' place within the modern post-Cold War world. This course examines not only traditional history—politics, diplomacy, and wars—but also social, cultural, economic, and demographic patterns, trends, and the everyday life of ordinary people. It will also consciously integrate the American Indian and especially the Lakota experience into the events of this era.

In addition to integrating the American Indian experience into the events of this era, this course examines how larger global processes have had a role in each stage of American development, how this country's experiences were shared by people elsewhere, and how America's growing influence ultimately changed the world. By examining American history through a global lens, we will create a framework that situates specific American events within the larger realm of world history.

**Prerequisite:** Engl 113

**Required Text and Materials:**

**Required Text:**

Davidson, James West, Brian DeLay, Christine Leigh Heyrman, Mark H. Lytle, and Michael B. Stoff. 2012. *U.S.: A Narrative History*, vol. 2: since 1865, 2<sup>nd</sup> ed. New York: McGraw-Hill.

**Other Readings:**

Additional assigned readings are available on the internet and in the instructor's webfolder ([www.ola.edu](http://www.ola.edu)...) To access a document in the webfolder, go to the url and click on the name of your course. Then click on the name of the document you want to view. Use a left click to view and read the document online. To download the reading to your own computer or flash drive, you must right-click on the file name and choose the "Save As" option.

**Other Needed Supplies:**

Students will need to use a notebook for class notes. Please use a black or blue pen for in-class assignments.

**Course Goal:**

Students will gain knowledge about the early events of United States history and how these events shaped the nation as we know it today.

**Learning Objectives (Wounspe Taku Unspepi Kte Kin He Le E):**

Upon completion of this course students will be able to:

- identify and describe major events in early United States history.
- identify and describe both the global and Native American influences on the shaping of the United States as a nation.
- identify the bias in historical writings and describe how biases can affect the interpretation of historical events.
- write a short research paper utilizing library resources.

**Assessment:**

These objectives will be assessed through the use of in-class participation, a short research paper, opinion essays, midterm examinations, and a final examination.

**Instructional Methodology:**

The course content will be conveyed by means of lectures, discussions, group work, research, writing, and videos.

**Course Rationale:**

This is a survey course of the history of what we now know as the United States since 1865. It will provide students with basic knowledge and skills that can be applied in diverse areas.

**Homework:**

Each student should expect to spend two (nunpa) to three (yamni) hours out of class on reading and homework assignments each week, for every hour of class time (each credit hour), in order to perform satisfactorily. Therefore, if a course is three (yamni) credit hours you should spend approximately six (sakpe) hours outside of the course room on required readings and homework. However, every student differs in their individual skills, educational background, experience, capability and personal goals; so the amount of time you must dedicate to out of class work can vary significantly from this national average.

**Reading Load:**

The reading load for this course will be substantial; at a minimum you will be reading one textbook chapter and one supplementary article each week. However, some weeks you will need to read more than one textbook chapter in addition to several supplementary articles. It is imperative that you complete all required readings before each class period so that you come to class prepared for discussions.

**Lakota Perspective Provided Through:**

This course stresses **Wolakotakiciapi** of “learning Lakota ways of life in the community”. This course is based on the values of mutual respect and generosity (woohola na wochantognakapi), seeking to advance each individual’s knowledge through their continuing hard work (fortitude- wowalitake) and willingness to learn new information and viewpoints, as well as to demonstrate it, by speaking in front of the group (bravery-woohitike); all undertaken in an environment of complete truthfulness, trust, integrity and humility. We will do this by embracing the teaching of our ancestors as we learn new ways. (Waunspe wicakiyapi ki iglutanyan ihani unpi kun hena itan waunspe tokeca uha ayin kte.)

**Evaluation and Grading:**

Midterm	200 pts. (20%)
Final Exam	200 pts. (20%)
Research Paper	200 pts. (20%)
Opinion Essays	200 pts. (20%)
Participation	200 pts. (20%)
<b>TOTAL</b>	<b>1000 pts (100%)</b>

**Grading Rubric**

A = 1000-920	C+ = 799-770
A- = 919-900	C = 769-730
B+ = 899-870	C- = 729-700
B = 869-830	D+ = 699-670
B- = 829-800	D = 669-630
	D- = 629-600
F = 599 and below	

- A = Superior Quality Work = Demonstrated concept mastery by scoring 90% or better.
- B = Good Quality Work = Demonstrated concept mastery by scoring 80-89%.
- C = Satisfactory Quality Work = Demonstrated concept mastery by scoring 70-79%.
- D = Marginal Quality Work = Demonstrated weak concept mastery by scoring 60-69%.
- F = Demonstrated concept mastery below the acceptable mark of 59%, which is well below what may be required in the business world.

W = Withdrawal = A student may withdraw from a course by filling out a Drop Card to be recorded by the Registrar. The student must sign this form if you drop yourself. A Drop Card may/can be filled out and signed by a counselor/instructor for lack of attendance.

**Exams** in this course will consist of short answer questions and a few short essay (2-3 paragraphs) questions at the end. Exams cover both in-class and reading materials. Short answer questions at times can be answered in just a few words but at other times you will need to answer with a few complete sentences. The essay questions are almost always comparative in scope. For example, similar theses may be studied with different approaches, and can ultimately lead to different insights. You will be expected to compare and contrast these approaches in your short essays. To be successful, you must do the homework and discuss the connections between the reading and in-class material with both the instructor and each other. The final exam will be comprehensive, but only in the sense that it will include the big themes taught prior to the midterm. Makeup exams will only be given in extraordinary circumstances.

Your **Research Paper** will summarize your individual research on a topic of your choice. This paper *must* review and properly cite at least 4 literature sources outside of the homework assignments (wikipedia is not an appropriate source). This will be a short paper, minimally 5 pages double-spaced (at 12pt font). For your paper you will choose a specific historical event that took place *after 1865* covered in the textbook or lecture and then read and research more about this event. You will then write a 5-page paper that describes this event in detail and expresses *your* opinion of how this event has been interpreted throughout history.

You will need to turn in your chosen research topic for approval on **Week 6** and an outline of this paper is due to me on **Week 9**. I will be happy to read rough drafts of your paper; the last day that I will accept rough drafts will be **Week 11**. The final draft of this paper is due to me on **Week 14** the week immediately before the final exam. Although I would prefer hard copies of your paper, e-mailed versions to ..... are acceptable. It is your responsibility to make sure the e-mailed version of your paper is compatible with Microsoft Word.

**Opinion Essays** are short (1 – 2 page) essays based upon specific debate questions that I will hand out at the end of class. These essays are by definition opinion pieces with no right or wrong answer. You must simply demonstrate you have thought about the question. In these essays I am looking for *quality of content* not *volume*. You will be graded on your level of effort and ability to communicate what you have learned more than anything else. What you write should reflect the fact that you are listening in class, reading the unit readings in the text or handouts, and thinking critically about the topic. Nine opinion essays will be assigned throughout the semester (see the schedule below), however you only need to complete **five** of them. Each essay will be worth 4% of your overall grade in the course. It is your responsibility to keep track of how many opinion essays you have turned in as the semester progresses. If you complete more than five opinion essays only your top five essay grades will be calculated into your final grade so if you don't do well on one essay you will have a chance to erase that bad grade.

Your **Participation** grade is related to the initiative one takes to come to class prepared and to ask questions actively. Minimally, half of this final grade is earned by simply adopting a professional approach that would be expected in any future job (essentially the Lakota concept of *Waahola*). This means missing no more than one class (unexcused) and showing respect to other individuals in the class. I encourage you to voice your disagreements or concerns with me or others in the class when they arise, but Lakota conventions of respect in formal situations dictate that we frame any disagreements on professional (rather than strictly personal) grounds, and allow equal opportunities for opposing viewpoints to be explained. Respectful behavior also involves not annoying or distracting other students by talking, reading newspapers, repeatedly arriving to class late, doing something other than taking notes with one's laptop, falling asleep, or eating loudly.

**Cell phones should be turned off for class and kept in your bags or pockets.** If you *need* to have your cell phone on, please turn it to vibrate and take any calls outside the classroom. If I see you texting in class I will ask you to leave the classroom. We will often watch short videos in class; just because the lights are off during the videos it is not an invitation to start using your phones. This syllabus constitutes the only warning on this count, and points will be subtracted from offenders.

The other half of your participation grade is earned by answering and raising questions in class, making honest efforts with in-class exercises, or by writing reflective responses to questions at the end of class. Your participation grade is not influenced by being 'right' or the most outspoken individual in the room; it is simply influenced by the amount of personal effort you make in this class. For those who find talking in class intimidating, scheduling times to talk with me individually are an appropriate time to discuss class issues one-on-one. I am always happy to discuss issues and concerns over email. Since everyone has the occasional bad or quiet day, particularly active participation in one class can make up for a general lack of participation in another, however, consistent or improving participation will be valued higher. If I find that the class as a whole is especially reluctant to participate in class discussions I will start assigning reading response questions for each required reading that will need to be turned in at the start of each class.

## **Late Work, Make Ups, Extra Credit, and Other Course Policies**

### **Exams:**

Make-up exams for those who have an officially documented excuse will be entirely essay in format. Missing an exam due to an undocumented excuse will generally result in a zero score. Please plan ahead. Requests for make-up exams must consist of (a) one typed, double-spaced page explaining the reason for missing the exam, and (b) relevant corroborating documentation such as a doctor's note (if appropriate). Both must be in my hands within one week before or after the scheduled exam date.

### **Written Assignments:**

Starting the minute after the conclusion of class and for each of the subsequent 24 hour periods from the end of class (so if class ends at 4 pm, that periods last from then to 4 pm the following day), late exercises will be docked five (5) percentage points, and no exercises will be accepted more than 7 days after they are due without a documented excuse. You may e-mail late assignments to me at ... to save yourself penalties. It is your responsibility to make sure the e-mailed version of your paper is compatible with Microsoft Word.

### **Reading Response Questions:**

If you are in class your reading response questions **cannot** be turned in late. If you miss a class for some reason you can turn in your reading response questions for the class you missed the next time you are in class. However, if you miss a class you are still responsible for the reading response questions for the next week even though you were not in class. It will be your responsibility to download the next week's readings and questions from my webfolder (www.olc...) and have those questions answered when you come to class.

### **Extra Credit:**

Extra credit assignments will be assigned at my discretion; however, there will be very little extra credit available in this course, so please plan accordingly. The only guaranteed source of extra credit, worth a maximum of 50 points (or 5% of the final grade), may be achieved by writing putting your new historical knowledge to use by reviewing a history article published in popular newspaper or magazine during this semester (between Week 1 and Week 15). Choose an article written for the general public (I suggest looking in the science section of the *New York Times* or a popular science magazine like *National Geographic* or *Smithsonian*) and write a short 2 to 3 page review (12 point font, double-spaced, 1" margins) about this article. More detailed assignment instructions will be handed out in class and are available in the course webfolder. These reaction papers can be turned in at any point during the semester, the last day I will accept them is **Week 15**, the day of the final exam.

### **College Policy on Grading and Change of Grades:**

[http://www.olc.edu/~wwhitedress/studentervices/Docs/OLC\\_Handbook.pdf](http://www.olc.edu/~wwhitedress/studentervices/Docs/OLC_Handbook.pdf) (see page 9 and 10)

In case of unexpected happenings that prevent a student from finishing the course work on time, the student can contact the instructor and ask for an extension. Such an extension is only granted if the student has acquired between 40 and 69% at the end of the semester and is counted as present for at least 11 weeks. In addition, the student must have a properly documented legitimate excuse (such as an extended hospital stay) for not finishing their work before the end of the semester. My general policy is that grades for work that is handed in after the end of the semester are reduced by 50%. Also, additional work will only be accepted until the beginning of the following semester. The highest grade that can be achieved after a grade change is a C (exceptions at the discretion of the instructor). Grade changes will **only** be granted to those students with legitimate excuses for not finishing the course work on time; you **cannot** obtain a grade change simply because you are not happy with your final grade. It is the responsibility of the student to contact the instructor to make arrangements for a grade change; if you do not finish your course work and do not make arrangements for a grade change with the instructor you will receive a grade for the work completed. This instructor does not give any incompletes under any circumstances.

### **Attendance and Tardiness Policies:**

Because OLC offers classes in three-hour blocks once per week, (for everyone's travel convenience), if you are absent from one OLC class session, it's like missing three classes at another college. [http://www.oll.edu/~wwhitedress/studentervices/Docs/OLC\\_Handbook.pdf](http://www.oll.edu/~wwhitedress/studentervices/Docs/OLC_Handbook.pdf) see pages 6 and 7

Students are required to attend classes regularly. Instructors will submit attendance on-line weekly to the end of the semester.

If a student wishes to be excused from a class, it is the **student's** responsibility to clear the absence with the instructor. At that time the student must arrange for a makeup assignment. However, an excused absence is the same as an absence until the student has completed work equivalent to being in class within **one week** of the absence. Once the make-up assignment is completed, the instructor may then change the absent to present depending on the circumstances and the quality of the work. This will only apply to no more than two absences. (Note: it is at my discretion whether or not an absence gets changed to a present and I only make such changes if arrangements are made with me before the absence takes place). As a result it is absolutely imperative that you are in class every week.

A student may be dropped from a course after **three consecutive** absences and will be dropped by the Registrar after **five total** absences (this includes excused absences). There are **NO** reinstatements and **NO** exceptions for students who are dropped for five absences. Students who miss the first two classes of the semester will be dropped from this course by the instructor.

**February 1<sup>st</sup>** is the last day you can drop this course for a full refund; after this date if you drop the course you will receive a Withdrawal (W) grade for the course that will appear on your official transcript.

If the Instructor is not present at the beginning of the class, and the College Center Staff has not heard from the Instructor, you should wait at least 30 minutes past the normal start-time and then if the Instructor has still not arrived, you may leave.

#### **Policies on Academic Honesty and Plagiarism:**

[http://www.oll.edu/~wwhitedress/studentervices/Docs/OLC\\_Handbook.pdf](http://www.oll.edu/~wwhitedress/studentervices/Docs/OLC_Handbook.pdf) (see page 38)

Plagiarism (copying the work of others, or using the work of others without proper citations) and all other forms of cheating will not be tolerated and can lead to a failing grade in the class, or expulsion from the college. Although you are highly encouraged to work with other students on your exercise dataset or reading questions to save yourselves time, you are expected to independently write up the results of each. Abrupt changes in the writing tone or tempo through the course of a paper, or two or more papers that sound suspiciously alike, are all it takes to begin an investigation that can have very severe consequences.

Oftentimes students plagiarize without intending to do so. It is **never** acceptable to simply cut and paste text from another source into your papers without proper citation. You need to cite authors not only when you use their exact words, but also when you paraphrase them or even just refer to their ideas. If you use more than 60% of an author's exact words, you must cite the page number. If you work with others, be sure that your papers are not word for word. Be careful. You are strongly encouraged to share rough drafts of your written work with your instructor *prior to* the respective due dates.

In order to help you avoid plagiarism, a handout on how to properly cite and write in your own words will be provided to you prior to your first assignment.

#### **Standards of Conduct Policy:**

[http://www.oll.edu/~wwhitedress/studentervices/Docs/OLC\\_Handbook.pdf](http://www.oll.edu/~wwhitedress/studentervices/Docs/OLC_Handbook.pdf) (see page 32)

#### **ADA Policy:**

[http://www.oll.edu/~wwhitedress/studentervices/Docs/OLC\\_Handbook.pdf](http://www.oll.edu/~wwhitedress/studentervices/Docs/OLC_Handbook.pdf) (see page 32)

I realize that some students need special accommodations. If you have a disability that requires special testing accommodations or other classroom modifications, please notify me *and* Ruth Cedarface the EAP/Director of Student affairs. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify Ruth Cedarface, call (605) 455-6040; her office is located in the Piya Wiconi center near Kyle.

#### **Course/Instructor Evaluations:**

**Academic Freedom Policy:**

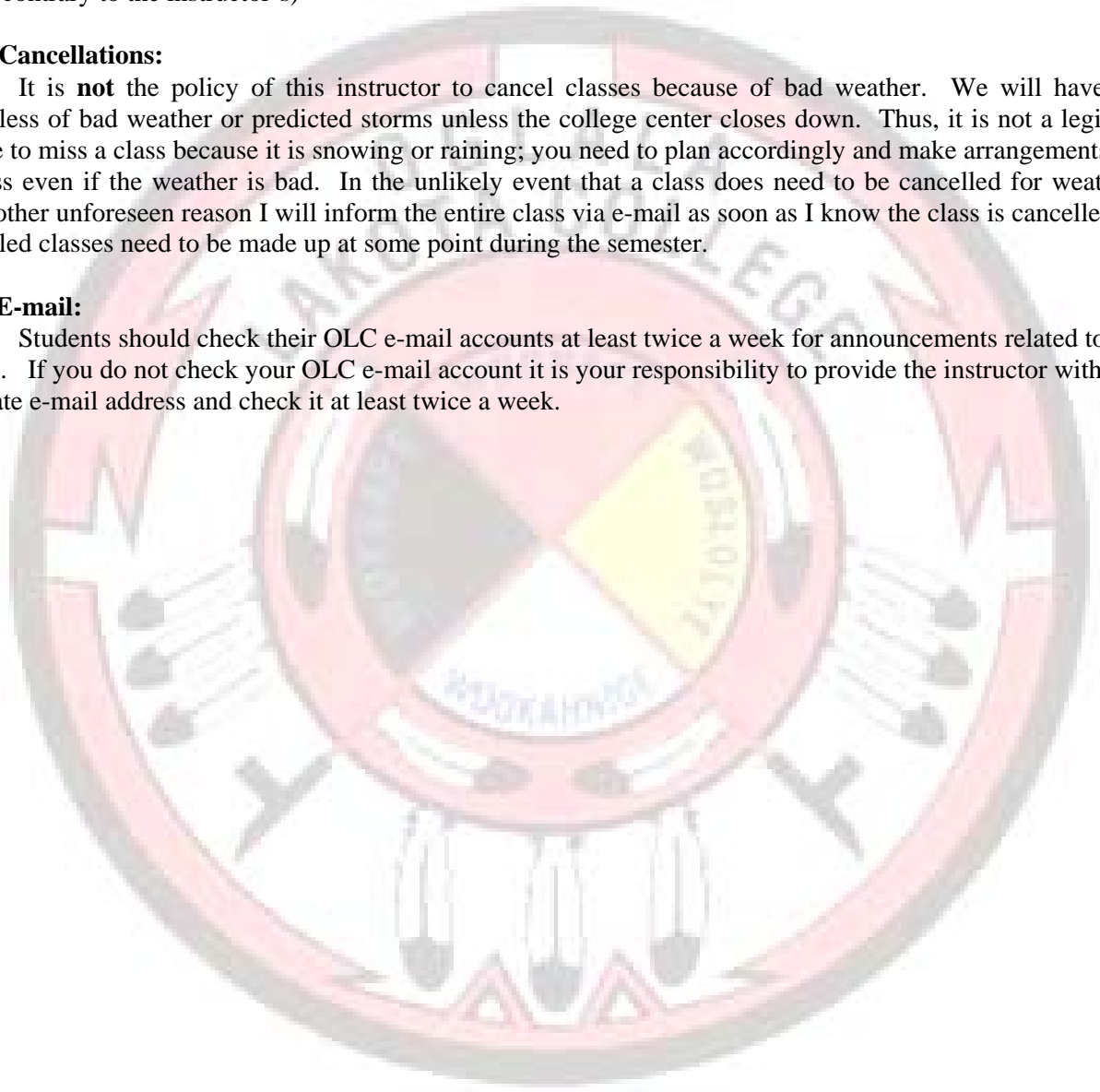
Academic freedom is the absence of restrictions placed upon the spirit of investigation, free inquiry and open discussion. In this spirit, the instructor exercises a professional judgment to select and interpret ideas, and the student has the right to challenge ideas and interpretations. (Basically this means that you should feel free and are encouraged to express your opinions in this class, either in discussions or in your written work, even if you disagree with the instructor. Your grade in the course will not be detrimentally affected by expressing an opinion that is contrary to the instructor's)

**Class Cancellations:**

It is **not** the policy of this instructor to cancel classes because of bad weather. We will have class regardless of bad weather or predicted storms unless the college center closes down. Thus, it is not a legitimate excuse to miss a class because it is snowing or raining; you need to plan accordingly and make arrangements to be in class even if the weather is bad. In the unlikely event that a class does need to be cancelled for weather or some other unforeseen reason I will inform the entire class via e-mail as soon as I know the class is cancelled. All cancelled classes need to be made up at some point during the semester.

**OLL E-mail:**

Students should check their OLL e-mail accounts at least twice a week for announcements related to this course. If you do not check your OLL e-mail account it is your responsibility to provide the instructor with an alternate e-mail address and check it at least twice a week.



**Tentative Schedule of Lecture Topics and Readings**

Your required textbook is abbreviated as USNH

\*\*\*Disclaimer: The instructor may modify the course content and schedule during the term\*\*\*

Date	Classroom Topics	Readings	Assignments
Week 1	Introductions: What is History?		
Week 2	Reconstruction and the New South	USNH Ch. 17 & 18 (pp. 354 – 361)	Essay 1 Assigned
Week 3	Expansion into the West	USNH Ch. 18 (pp. 361 – 375) Brown; excerpt from <i>Burry My Heart...</i>	<b>Essay 1 Due</b> Essay 2 Assigned
Week 4	Industrialization	USNH Ch. 19	<b>Essay 2 Due</b> Essay 3 Assigned
Week 5	The Gilded Age & Urbanization	USNH Ch. 20	<b>Essay 3 Due</b> Essay 4 Assigned
Week 6	Progressivism & Imperial America	USNH Ch. 21 & 22	<b>Research Paper Topics Due</b> <b>Essay 4 Due</b>
Week 7	<b>MIDTERM EXAM</b>	Same Room, Same Time	
Week 8	The Great War (WW I)	USNH Ch. 23	Essay 5 Assigned
Week 9	The Roaring Twenties & The New Deal	USNH Ch. 24 & 25	<b>Research Paper Outlines Due</b> <b>Essay 5 Due</b> Essay 6 Assigned
Week 10	World at War Again (WW II)	USNH Ch. 26	<b>Essay 6 Due</b> Essay 7 Assigned
Week 11	A World Divided: The Early Cold War in Postwar America	USNH Ch. 27 & 28	<b>Last day to turn in Research Paper Rough Draft</b> <b>Essay 7 Due</b> Essay 8 Assigned
Week 12	The 60's	USNH Ch. 29 King Jr.; excerpt from <i>The Sword that Heals.</i>	<b>Essay 8 Due</b> Essay 9 Assigned
Week 13	The 70's	USNH Ch. 30	<b>Essay 9 Due</b>
Week 14	The Modern United States: From Regan to Obama	TUS Ch. 31 & 32	<b>Research Paper Due</b>
Week 15	<b>FINAL EXAM</b>	Same Room, Same Time	
	Make up week; class will only meet if necessary.		

**Disclaimer:**

Information contained in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. However, the instructor reserves the right to



make changes in course content or instructional techniques without notice or obligation. Students will be informed of any such changes. Additional student rights and responsibilities are outlined in the Student Handbook.

[http://www.olc.edu/~wwhitedress/studentservices/Docs/OLC\\_Handbook.pdf](http://www.olc.edu/~wwhitedress/studentservices/Docs/OLC_Handbook.pdf)



### Course Bibliography

Brown, Dee  
1970 *Bury My Hear at Wounded Knee: An Indian History of the American West.* Owl Books, New York.  
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King Jr., Martin Luther

2009 [1964] The Sword that Heals. In *Crosscurrents in American Culture: A reader in United States History Volume 2 Since 1865*. Edited by B. Dorsey & W. Register, pp. 252-255. Houghton Mifflin Harcourt Publishing Company, New York.

