



# Independent Study | in Idaho

HIST 112  
United States History II

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The University of Idaho in statewide cooperation with  
Boise State University — Idaho State University — Lewis-Clark State College

# Course Guide

Independent  
Study | in Idaho

*Self-paced study. Anytime. Anywhere!*

## History 112 United States History II

University of Idaho  
3 Semester-Hour Credits

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RV: 5/2007  
4-HIST 112  
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**Please Note:** The lessons and exam sections listed in this table of contents are not contained in this course guide. All lessons, exam information, and assignments are found on the Canvas page for this course. If you have questions please feel free to contact the Independent Study in Idaho office [indepst@uidaho.edu](mailto:indepst@uidaho.edu).

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Lesson 1: Civil War and Reconstruction .....	
Lesson 2: Economic Transformation in America .....	
Lesson 3: Urban Society and Populism .....	
Lesson 4: Turmoil and Expansion .....	
Lesson 5: Roosevelt and the Progressives .....	
Lesson 6: The Progressive Movement .....	

### **Exam 1 Information: Covers Lessons 1–6.....**

Lesson 7: The Height of Progressivism .....	
Lesson 8: The Impact of World War I .....	
Lesson 9: The Roaring Twenties .....	
Lesson 10: The Great Depression .....	
Lesson 11: The New Deal .....	

### **Exam 2 Information: Covers Lessons 7–11.....**

Lesson 12: World War II .....	
Lesson 13: Postwar America .....	
Lesson 14: Eisenhower Takes Charge .....	
Lesson 15: The Turbulent Years .....	
Lesson 16: The Rising Conservative Tide .....	
Lesson 17: Term Paper: Our Times.....	

### **Exam 3 Information: Covers Lessons 12–17.....**

#### **Maps**

Africa.....	
Asia.....	
Europe.....	
North America and Central America .....	
South America .....	
United States .....	

\*Maps courtesy of National Geographic Marcopolo Xpeditions, *Xpeditions Atlas*: Maps made for Printing and Copying

## 4-United States History II

3 Semester-Hour Credits: U-Idaho

### Welcome!

Whether you are a new or returning student, welcome to the Independent Study in Idaho (ISI) program. Below, you will find information pertinent to your course including the course description, course materials, course objectives, as well as information about lessons, exams, and grading.

### Policies and Procedures

Refer to the ISI website at [www.uidaho.edu/isi](http://www.uidaho.edu/isi) and select *Students* for the most current policies and procedures, including information on setting up accounts, student confidentiality, exams, proctors, transcripts, course exchanges, refunds, academic integrity, library resources, and disability support and other services.

### Course Description

Political, diplomatic, economic, social, and cultural history; 1877 to present. U-Idaho students: may be used as core credit in J-3-d, as a social science, and American diversity.

Prerequisite: None.

*16 graded lessons, 1 graded paper, 3 exams*

Students may submit up to 3 assignments at a time and 6 assignments per week. Before taking exams, students MUST wait for grades and feedback on assignments, which may take up to two weeks after date of receipt by the instructor.

ALL assignments and exams must be submitted to receive a final grade for the course.

### Course Materials

#### Required Course Materials

- Ayers, Edward L., Louis L Gould, David M. Oshinsky, and Jean R. Soderland. *American Passages: A History of the United States*, Brief Edition. Vol. II, *Since 1863*. 2nd ed. Belmont: Wadsworth/Thomson Learning, 2006. ISBN: 0-495-00135-X
- Hyser, Raymond M., and J. Chris Arndt. *Voices of the American Past: Documents in U.S. History*. Vol. II, *Since 1865*. 3rd ed. Belmont: Wadsworth/Thomson Learning, 2005. ISBN: 0-534-643019

### Course Delivery

This course is available online. An electronic course guide is accessible through Canvas at no additional cost. Refer to your *Registration Confirmation Email* for instructions on how to access Canvas.

### Course Introduction

This course will provide an introduction into the complex nature of the modern United States and its diverse population. An understanding of the traditions and cultures of the peoples of the United States will increase tolerance and an appreciation for American diversity.

Rather than memorizing lists of names and dates, students should immerse themselves in the story of the past and, more importantly, to try to understand the people involved in that story. It is helpful to try to imagine what it was like to live in different situations and environments, and then think about how you, the student, might react in the same circumstance. To examine history in the proper context, the student should not make judgments from a twenty-first century perspective.

As you explore the text, maps, and required readings, you will be expected to contemplate and analyze numerous aspects of life in the United States from the Reconstruction Era to modern times. From your analysis, you will reach some conclusions about how the people of the United States reacted to circumstances and lived their lives, as well as how events are interconnected.

While you are investigating the past, pay special attention to the impact of traditions and cultural expectations on the ongoing process of events in the United States. Keep these expectations in mind when studying the story of the past—the interactions with Native Americans, former slaves, reform movements of the progressives, expansionism, the nineteenth- and twentieth-century wars, and with concepts such as feminism, Black power, and fundamentalism. Upon completion of this course, you should have a better understanding as to how the strong traditions of the past impact the current decision-making processes in the United States, as well as how this zeal for tradition and cultural expectations is still creating powerful social and cultural movements.

## **Course Objectives**

The objectives of this course are to:

- provide students with a better understanding of (a) the social movements, continued traditions, and motivations for international involvement that helped form modern U.S. philosophy and political thought, and (b) as to how these past activities continue to impact daily events in the United States;
- enable students to (a) understand the people who lived during specific historical periods, (b) develop their analytic and contemplative skills, and (c) recognize how events reflected reactions to situations that occurred during the progress of history.

## **Lessons**

Each lesson includes the following components:

- Lesson objectives
- Reading assignment
- Important terms
- Map exercise
- Lecture
- Written assignment

## **Study Hints**

- Complete all assigned readings.
- Read each lesson carefully.
- Keep a copy of every lesson submitted.
- When writing essays, be sure you answer all questions presented. Address all aspects of the essay proposal, using information from the texts in your analyses. Include conclusions you have reached based on what you have read. Use specific examples to support your conclusions.
- When presenting identifications, be sure you include the historical significance of the item.
- Set a schedule allowing for completion of the course one month prior to your desired deadline. (An *Assignment Submission Log* is provided for this purpose.)
- Work receiving an “A” will be well written with few or no mistakes, and will answer all portions of each question while providing several specific examples.
- Work receiving a “B” will be well written with a few mistakes and will answer most portions of the questions with some specific examples.
- Work receiving a “C” will have a few mistakes and will answer questions in a general manner with few examples.

## **Exams**

- Submit all lessons preceding each exam prior to taking that exam.
- You must wait for grades and comments on lessons prior to taking each subsequent exam.

- For your instructor’s exam guidelines, refer to the letter sent in your registration packet and the *Exam Information* sections in this study guide.
- There are three exams for this course. They are not comprehensive.

See *Grading* for specific information on exams, points, and percentages.

## **Grading**

Grading for this course is based on recognition of some basic factual information and map placement, and on the ability to reach some conclusions concerning the “hows” and “whys” of events, and to support these conclusions with factual information acquired from the texts.

There are a total of 470 points possible for the completion of the course: 170 points for 17 written assignments (10 points each), and 300 points for the three exams (100 points each). The written assignments account for 34 percent of the final grade, and the exams account for 66 percent, as shown in the following chart:

<b>Assignments/Exams</b>	<b>Individual Points</b>	<b>Total Points</b>	<b>Individual Percent</b>	<b>Total Percent</b>
Lessons 1–17	10 points each	170	2% each	34%
Exams 1, 2, and 3	100 points each	300	22% each	66%
<b>Total Points/Percent</b>		470		100%

Each exam has three sections: Identification, Map, and Essays.

1. An identification section that contains ten items: Choose only four of the ten to identify and explain the historical significance. This section accounts for 20 percent of the exam grade.
2. A map section that contains ten items chosen from the map sections of the lessons: Signify the location of each place on the map that is included in the exam. This section accounts for 10 percent of the exam grade.
3. The essay section contains three essay proposals: Choose two of these to address in your exam. The essays are your opportunity to tell me everything you have learned in the section of the text pertaining to the exam. Be sure you address all aspects of the essay proposals you choose. Within each essay, support the statements you make with specific information (people, places, events, etc.). This section accounts for 70 percent of the exam grade (35 percent per essay).

The grading criteria for the **Exam Essay Responses** include:

1. Accurately presents the material requested in the questions.
2. Completely covers the breadth of issues posed in the questions.
3. Refers to and integrates appropriate examples from the textbooks to illustrate statements.
4. Reflects on the implications of the issues posed in the questions as they relate to a broad overview of United States history.
5. Written in a legible and well-organized style with concepts and illustrative examples clearly articulated.

The grading criteria for the **Exam Identifications** include:

1. A clear statement explaining the item.
2. A statement that illustrates why the item is relevant or significant to the historical process, that is, the impact the item had on future developments.

**Grade Criteria:**

100%–90%	A
89%–80%	B
79%–70%	C
69%–60%	D

The final course grade is issued after **all** lessons and exams have been graded.

Acts of academic dishonesty, including cheating or plagiarism are considered a very serious transgression and may result in a grade of F for the course.

**About the Course Developer**

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Your course developer is Kenneth Faunce, an Adjunct Professor of History and American Studies at the University of Idaho. He received his Ph.D. in history and historical archaeology from the University of Idaho in 2000. He has taught a variety of courses at the University of Idaho and Washington State University in History, American Studies and Anthropology. Before coming to the University of Idaho, he worked for the federal government for several years as an archaeologist and historian.

**Contacting Your Instructor**

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Instructor contact information is posted in the *Course Rules* document on your Canvas site

## Assignment Submission Log

Lessons	Chapters	Readings	Written Assignments	Date Submitted
1	15, 16 16, 17	<i>American Passages</i> , pages 332–380 <i>Voices</i> , pages 267–305	2 essays 10 identifications	
2	17 18	<i>American Passages</i> , pages 382–410 <i>Voices</i> , pages 306–324	2 essays 10 identifications	
3	18 19	<i>American Passages</i> , pages 411–433 <i>Voices</i> , pages 325–347	2 essays 10 identifications	
4	19 20	<i>American Passages</i> , pages 434–458 <i>Voices</i> , pages 348–366	2 essays 10 identifications	
5	20	<i>American Passages</i> , pages 460–481	2 essays 10 identifications	
6	21	<i>Voices</i> , pages 367–385	Essay	
<b>It is time to take Exam 1.</b>				
7	21	<i>American Passages</i> , pages 482–509	2 essays 10 identifications	
8	22 22	<i>American Passages</i> , pages 510–536 <i>Voices</i> , pages 386–403	2 essays 10 identifications	
9	23 23	<i>American Passages</i> , pages 538–561 <i>Voices</i> , pages 404–423	2 essays 10 identifications	
10	24	<i>American Passages</i> , pages 562–583	2 essays 10 identifications	
11	25 24	<i>American Passages</i> , pages 584–611 <i>Voices</i> , pages 424–442	Essay	

<b>It is time to take Exam 2.</b>				
<b>12</b>	26 25	<i>American Passages</i> , pages 612–634 <i>Voices</i> , pages 443–461	2 essays 10 identifications	
<b>13</b>	27 26	<i>American Passages</i> , pages 635–654 <i>Voices</i> , pages 462–469	2 essays 10 identifications	
<b>14</b>	28 26	<i>American Passages</i> , pages 655–677 <i>Voices</i> , pages 469–481	2 essays 10 identifications	
<b>15</b>	29, 30 27	<i>American Passages</i> , pages 678–735 <i>Voices</i> , pages 482–508	2 essays 10 identifications	
<b>16</b>	31, 32 28	<i>American Passages</i> , pages 736–786 <i>Voices</i> , pages 509–527	2 essays 10 identifications	
<b>17</b>	29, 30	<i>Voices</i> , pages 528–572	Essay	
<b>It is time to take the Final Exam.</b>				