



HIST 1302 United States History II

Course Syllabus: Fall 2018 Hybrid

“Northeast Texas Community College exists to provide responsible, exemplary learning opportunities.”

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	1-4 PM on NTCC campus	1-4 PM on NTCC campus	1-4 PM on NTCC campus	1-4 PM on NTCC campus	Email	Email Anytime

The information contained in this syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

Catalog Course Description (include prerequisites): A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.

Required Textbook(s):

Davidson, Delay et. al, Experience History.

Publisher: McGraw Hill And Vintage **ISBN Number:** 9780073385679 And 9780679767244

Recommended Reading(s):

Plan to cover at least six books, articles, or major primary-source sites like a census or an online archive of letters for your research paper.

Student Learning Outcomes:

At the close of this course, students should be able to:

1. Students should be able to employ appropriate methods and technologies to conduct basic research on historical concepts, figures, events, and topics related to U.S. history since 1877
2. Students should be able to recognize and understand the significance of key historical figures, events and concepts related to U.S. history since 1877
3. Students should be able to recognize and assume responsibility as a citizen by learning to think independently, by engaging in public discourse and debate, and obtaining information about and maintaining an understanding of current events and their relationship to the past

Course Objectives:

At the close of this course, students should be able to:

1. Create an argument through the use of historical evidence (CO#1).
2. Analyze and interpret primary and secondary sources (CO #2).
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States History (CO #3).

Use of Conspectus, and Syllabus in this Course:

*Please consult Class Conspectus, which will be provided in class by the instructor and is also on Blackboard for precise week by week schedule, assignments, daily advice, support, and help.

This Syllabus may help to clarify the grading system, expectations for the research paper, and how the course fits into the collegiate course scheme.

Lectures and Discussions:

Part I. 1865-1900.

"Why Look at Modern American History?" Does History Matter?

"The 'Forgettable Presidents' of the Late 19th Century," Should we reclaim these "lost" presidents?

"Business Titans and the Rise of Corporate America" How important is money in our society? "The Golden Age of American Morality: Victorian Culture" Was Victorianism idealistic or foolish?

"Populist Revolt" Are we better off now that the family farmers lost their struggle?

Part II. 1900-1929.

"The Progressive Imperative to Save the City" What problems can our society solve?

"Progressive Presidents" How might we consider the rise of the American state and liberalism?

"American Imperialism 1890-1917" Can a democracy engage in a rational foreign policy?

"Wilson's Great Quest to Win the World for Democracy" Was our entry in this war noble?

"Jazz Age Culture (1920s)" Is a stronger mainstream culture good for America?

Part III. 1930-2000.

"The New Deal" Did the New Deal solve the problems it was created to address? Was it worth it?

"The Anxieties of America in the Depression" Does the American system depend on threats?

"World War Two: America's Ultimate Challenge" How did the U.S. win, losing relatively so few?

"The Cold War" Does the United States incite modern terror?

"The Eisenhower Years" Is modern civilization capable of solving modern existential dilemmas?

"The Civil Rights Movement" How necessary is agitation in the attainment of social goals?

"Kennedy and Johnson (1960s)" Did the 'Great Society' vision contain the seeds of failure?
"Vietnam and the Counterculture" Did anyone win the cultural wars of the 1960s?
"Special Session: Debating the 1960s" War, drugs, sex. Be a 1960s personality; express yourself.
"Nixon through Clinton" Does Presidential leadership make a difference?
"Modern Topics" Will the United States get better or worse?
"Trends in Religion" Can we speak of a secularization of modern American society?

Evaluation/Grading Policy:

Four Major Grades contribute equally (25 percent each) to the Final Grade:

- I. Participation. Includes online participation, and attendance.
- II. Early Tests Grade. Includes Unit Tests One and Two. First half of course. Just the last section of Chapter 17, pp. 453-461, and Chapters, 18-24.
- III. Final Exam. Includes last half of course. Chapters 25-32.
- IV. Final Research Essay.

Sections I. and II. above are determined by a compilation of Minor Grades:

- A. Section I is determined by the average of the following ten minor scores:
 1. Six of the highest Post Scores to the Discussion Board, average quiz score, online attendance (percentage present) classroom attendance (percentage present), and Rough Draft of Research Essay.
- B. Section II is determined by the average of the first two test scores

If I am not notified by an email about the reason for your absence before a given class begins with a test or quiz, or an assignment is due, you can lose points at a rate of one per day until assignments are made up. This also true for mentoring sessions scheduled during class times. Students should not assume that quiz-makeups will always be available, however, missed tests can always be taken at the Testing Center at the NTCC main campus.

Tests/Exams:

First Test over Unit I. The Gilded Age 1865-1900. Chapters 18-21 in Text.

Second Test over Unit II. Progressivism through the 1920s. Chapters 22-24 in Text.

Finals Week over Part III. 1933 to the Present. Chapters 25-32 in Text.

Assignments:

Part I.

Chapters 18-21 in *Experience History*

Part II.

Chapters 22-24 in *Experience History* Part III.

Part III.

Chapters 25-32 in *Experience History*

Other Course Requirements:

A 1,100-word Research Paper must concern a topic in modern United States history 1865 to the present. We will work in class, and in one-on-one mentoring sessions to help make your paper conceptually alive, and interesting. The purpose of our rough draft will be to show exactly what a student needs to do to get a high-A. Please note that in this endeavor, reflections of old stories are not needed, and that anyone concerned with doing something right, new, useful, and better will want to be original. The paper, at the very least, needs to be in your own words. Avoid large quotations, and indeed quotations of any kind unless you are willing to set a quote on a pedestal, and talk about it in words of your own at least as long as the quote itself. (Quotes are not counted as part of the needed 1,100 words). Studies have indicated that most students will not only quote and cite (which is legal) but also lift material from other sources, without using quotation marks, implying that the lifted work is their own. This latter practice is stealing, a crime in public life known as plagiarism. In fact, handing the same paper in for two different courses is also plagiarism! To diminish current levels of plagiarism, we have Turnitin.com, a site that will provide us feedback at the time of your trial draft. Be sure you comply with this function at some point, and upload your paper to Turnitin.com. This will identify, and help you to eliminate copied elements. If you hand in a final draft for the first time on Turnitin.com, and it turns out that your paper contains copied elements that are obvious, lengthy, and placed in the body of your essay, you will receive an 'F' in the course, being charged in this case, for plagiarism. Of course, we will work together throughout the course, one-on-one in special mentoring sessions to make sure this does not happen.

Student Responsibilities/Expectations:

Read The Course Syllabus for the basic requirements and grading policy of the course, and also the course Conspectus which I will hand out, with its advice, and complete overview of assignments and due dates.

NTCC Academic Honesty Statement:

"Students are expected to complete course work in an honest manner, using their intellects and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. NTCC upholds the highest standards of academic integrity. This course will follow the NTCC Academic Honesty policy stated in the Student Handbook."

Academic Ethics

The college expects all students to engage in academic pursuits in a manner that is beyond reproach. Students are expected to maintain complete honesty and integrity in their academic pursuit. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. Refer to the student handbook for more information on this subject.

ADA Statement:

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to request accommodations. An appointment can be made with Shannin Garrett, Academic Advisor/Coordinator of Special Populations located in the College Connection. She can be reached at 903-434-8218. For more information and to obtain a copy of the Request for Accommodations, please refer to the [NTCC website - Special Populations](#).

Family Educational Rights and Privacy Act (FERPA):

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

Other Course Policies:

Library Card: Please apply for a library card at our NTCC library in the first two weeks, so that you will be ready to do research later.

Oral Reports: Students are welcome to present to the class an oral synopsis of their research for the paper due at the end of the term. This could help your Class Grade. See Dr. Yox for details.

Trial Drafts: You will be asked to complete Trial Drafts of your research paper two weeks before the Final Draft is due. The Final Draft for the research paper is due during the last week of classes. Suppose you are unhappy with the results of your Trial Draft. Feel free to upload more than one draft. Keep in touch with me through email at ayox@ntcc.edu to obtain quicker feedback. One purpose of the Trial Draft is to get enough feedback so that you can gain a clear idea of how to earn the grade you want to achieve.

Honors Component:* This course has an optional honors component. In these days when university admissions officers can often spot "easy classes," an 'H' on your transcript furnishes proof that you have not simply taken a few obvious multiple choice tests, and can creatively go beyond normal expectations. For our course, a fifteen- rather than five-page research paper, and one on Texas History would constitute an Honors-level achievement. Obtaining an 'A' or 'B' on the paper would constitute the grade of 'H' that would appear on your transcripts. Such a grade could also be a step in the direction of joining NTCC's prize-winning honors program, and submitting your work for the Caldwell prize in Texas History. Excellent students interested in being a part of the Honors Program, may have the final paper requirements waived so that they can compete in NTCC's McGraw-Hill, end-of-the-year student poster contest.

*Since 2010, NTCC has averaged over one full-ride (\$120,000 for three years) scholarship every year. All nine of the winners—Clara Ramirez, Stephani Calderon, Stephen Milburn, Matthew Jordan, Kayleah Cumpian, Angelica Fuentes, Jessica Velazquez, Alicia Cantrell, and Brenda Godoy completed major projects in history that helped win these scholarships. See me if you would like to be in our honors program, or compete in our honors poster contest at the end of the year.