

**Common Course Syllabus**  
**History 1302**

**Department:** Social Sciences

**Discipline:** History

**Course Number:** HISTORY 1302

**Course Title:** United States History II

**Credit:** 3 Lecture, 0 Lab

**Foundational Component Area of Core Curriculum:** American History

**Prerequisites:** TSI compliance in Reading

**Available Formats:** Conventional, INET, ITV

**Campus:** Levelland, Reese, Lubbock Center, Plainview

**Textbook:** Varies according to instructor.

**Course Specific Instructions:** Each instructor will attach his/her course with specific instructions.

**Course Description:** 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.

**Course Objectives:**

1. **critical thinking:** demonstrate creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.
2. **communication:** demonstrate effective development, interpretation and expression of ideas through written, oral and visual communication.
3. **social responsibility:** demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
4. **personal responsibility:** demonstrate the ability to connect choices, actions, and consequences to ethical decision-making.

**Course Purpose:** To acquaint students with the diversity of American history and to promote critical thinking in interrelating the past to the present. Fundamentally, the course promotes general understanding of a body of knowledge any student should know.

**Course Requirements:** To maximize a student's potential to complete this course, he/she should attend all class meetings, complete all homework assignments and examinations in a timely manner, and complete all other projects or papers as assigned in the instructor's specific instructions.

**Course Evaluation:** See the instructor's course information sheet for specific items used in evaluating student performance.

**Attendance Policy:** Whenever absences become excessive and in the instructor's opinion, minimum course objectives cannot be met due to absences, the student will be withdrawn from the course. Each instructor will have additional information about attendance on his/her course information sheet.

**Learning Outcomes:** Upon successful completion of this course, students should demonstrate familiarity with the evolution of the nation and its role in the world from the mid-nineteenth century to the early twenty-first century. This would include the following themes:

- American culture
- religion
- civil and human rights
- technological change
- economic change
- immigration and migration
- urbanization and suburbanization
- the expansion of the federal government
- the study of U.S. foreign policy

**Learning Outcomes:** Upon successful completion of this course, students will:

- Create an argument through the use of historical evidence.
- Analyze and interpret primary and secondary sources.
- Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

### **ADA Statement**

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland Student Health & Wellness Center 806-716-2577, Reese Center (also covers ATC) Building 8: 806-716-4675, Plainview Center Main Office: 806-716-4302 or 806-296-9611, or the Health and Wellness main number at 806-716-2529.

**Note to students with disabilities:** If you have a disability-related need for reasonable academic adjustments in this course, please provide the instructor with a letter of accommodation from the Disability Services Office. If you need immediate accommodations or physical access, please arrange a meeting with the Disability Services Office before the next class meeting.

**Campus Concealed Carry:** Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at:

([http://www.southplainscollege.edu/human\\_resources/policy\\_procedure/hhc.php](http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php))

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.



## Important Dates and Deadlines

Midterm Exam		March 7, in class.
Essay on <i>Warriors Don't Cry</i>		April 18, due in class.
Chapter Assignments		Each Thursday, by 11pm.
Reading of Primary Sources		Before class each day.
Final Exam	Hist 1302.006	May 9 at 8am.
	Hist 1302.008	May 7 at 10:15am.

## Course Rules

**Late Assignments:** Make-up exam, quizzes, and papers are not allowed without a written excuse for absence. Only when you have presented your written excuse will you be allowed to make up an exam or assignment and it must be within ONE WEEK of your return to class.

**Be Considerate:** Please do not text or take calls during class. If you make a habit of coming to class late, your absence at the beginning of class will be considered an absence for the day. Two days tardy equals 1 absence.

**Attendance:** Your 4<sup>th</sup> absence may result in being dropped from the class. However, it is your responsibility to drop the class if you are no longer able to attend.

**Feedback:** I will reply to all messages or emails within 48 hours during the week. I will grade your short essays in two weeks. I will grade exams within two weeks. I typically grade Discussion Board posts in the week they are required. I will not respond to every discussion post, rather, I might add something or emphasize a point made in the post. Sometimes I ask for clarification if I am unsure what the poster was trying to share

**Discussion Boards:** During the semester, I will post links in the Discussion Board in Blackboard to address any questions you might have about the Syllabus, Exams, Essays, and Blackboard. Please post any question you might have on the appropriate Discussion Board. Please do not hesitate to message me through Blackboard with any issues of a more personal nature or if the discussions does not fully answer your questions. I check my messages for the last time each weekday before 9pm; please do not expect an answer between 9pm and 9am or when I am in class.

**Plagiarism will not be tolerated:** I consider academic dishonesty (cheating, fabrication, plagiarism, interference with another student's work) to be serious misconduct. Anything that is plagiarized will receive an automatic Zero (0) and possible expulsion from the course or disciplinary action through the school. Simply stated, plagiarism is claiming another author's work as your own. **If you quote or use another author's work, you must cite that author.** You can find information about proper citation here: <http://www.southplainscollege.edu/information-for/current-spc-students/library/cslibrary/vl/plagiarism.php> If you are unsure what constitutes plagiarism, please feel email or meet with me as soon as possible.

**Other concerns:** I strongly encourage you to meet with me or to email me at the beginning of the course to discuss any circumstances that might affect your performance in this class. If you have any difficulty during the semester, please contact me immediately. I cannot assist you if I do not know you have a problem.

It is important for you to know that all faculty members are mandated reporters of any incidents of sexual misconduct. That means that I cannot keep information about sexual misconduct confidential if you share that information with me. Crystal Gilster, can advise you confidentially as can any counselor in the Health & Wellness Center. They can also help you access other resources on campus and in the local community. You can reach Ms. Gilster at 716-2563 or [cgilster@southplainscollege.edu](mailto:cgilster@southplainscollege.edu) or go by the Health and Wellness Center. You can schedule an appointment with a counselor by calling 716-2529.

## **Course Schedule – Hist 1302.006 and .08**

### **Week 1, January 14 - 18, Reconstruction and the New South**

Readings: Chapter 16, *U. S. History*

Primary Sources: *The Second Reconstruction Act*. All primary documents are assigned through Blackboard. Primary documents are best understood in context with the textbook readings.

Week 1 Assignment, complete by Thursday, at 11pm.

### **Week 2, January 21 - 25, Transforming the West**

Readings: Chapter 17, *U. S. History*

Primary Sources: *Sand Creek Massacre Editorials and Testimony* and Historian Frederick Jackson Turner Articulates the "Frontier Thesis" (1893). Primary documents are best understood in context with the textbook readings.

Week 2 Assignment, complete by Thursday at 11pm.

### **Week 3, Jan 28 –Feb 1, Industrialization and Factories**

Readings: Chapters 18 and 19, *U. S. History*

Primary Sources: Thomas O'Donnell, *A Mule Spinner Tells the U.S. Senate about Late 19th century Unemployment* (1883). Primary documents are best understood in context with the textbook readings.

Week 3 Assignment, complete by Thursday at 11pm.

### **Week 4, February 4 - 8, Urbanization, the Great Migration, and Immigration**

Readings: Chapters 18 and 19, *U. S. History*

Primary Sources: WEB DuBois, *The Talented Tenth (1903)* and Booker T. Washington, *The Atlanta Exposition Address (1895)*. Primary documents are best understood in context with the textbook readings.

Week 4 Assignment, complete by Thursday at 11pm.

### **Week 5, February 11 - 15, Politics in the Gilded Age**

Readings: Chapter 20, *U. S. History*

Primary Sources: Andrew Carnegie, *The Gospel of Wealth*. Primary documents are best understood in context with the textbook readings.

Week 5 Assignment, complete by Thursday at 11pm.

### **Week 6, February 18 - 22, The Progressive Era**

#### **First Day to register for Spring Interim and Summer Classes – February 1<sup>st</sup>**

Readings: Chapter 21, *U. S. History*

Primary Sources: Samuel Gompers, *Congressional Testimony Regarding AFL Unions (1914)*. Primary documents are best understood in context with the textbook readings.

Week 6 Assignment, complete by Thursday at 11pm.

**Week 7, February 25 – March 1, An American Empire**

Readings: Chapter 22, *U. S. History*

Primary Sources: *The American Anti-Imperialism League Denounces U.S. Policy* (1899) President Woodrow Wilson Disavows Territorial Conquest (1913). Primary documents are best understood in context with the textbook readings.

Week 7 Assignment, complete by Thursday at 11pm.

**Week 8, March 4 - 8, The Great War**

**Deadline for Spring Graduation – March 6<sup>th</sup>.**

Readings: Chapter 23, *U. S. History*

Primary Sources: *President Woodrow Wilson Asks Congress to Declare War* (1917) and *Senator Robert M. La Follett Passionately Dissents* (1917). Primary documents are best understood in context with the textbook readings. Week 8 Assignment, complete by Thursday at 11pm.

**Midterm Exam on, March 7**

**Week 9, Spring Break, March 11 – 15. No Classes. No Homework.**

**Week 10, March 18 - 22, The Decade that Roared**

Readings: Chapter 24 and 25, *U. S. History*

Primary Sources: H.L. Mencken's *Account of the Scopes Trial* and the *Ku Klux Klan Defines Americanism* (1926). Primary documents are best understood in context with the textbook readings.

Week 10 Assignment, complete by Thursday at 11pm.

**Week 11, March 25 – 29, And It All Came Crashing Down: The Great Depression**

Readings: Chapter 25 and 26, *U. S. History*

Primary Sources: President Herbert Hoover Applauds Limited Government (1931); The Nation Asks, “Is It to Be Murder, Mr. Hoover?” (1932); Contemporary History of Depression-Era Harlem; President Franklin Roosevelt Seeks Justice for “One-Third of a Nation” (1937). Primary documents are best understood in context with the textbook readings.

Week 11 Assignment, complete by Thursday at 11pm.

**Week 12, April 1 - 5, The Second World War**

Readings: Chapter 27, *U. S. History*

Primary Sources: Propaganda Posters of World War II and *The Atlantic Charter*. Primary documents are best understood in context with the textbook readings.

Week 12 Assignment, complete by Thursday at 11pm.

**Week 13, April 8 - 12, The Cold War and Foreign Policy**

Readings: Chapter 28, *U. S. History*

Primary Sources: Cold War Documents, 1-5. Primary documents are best understood in context with the textbook readings.

Week 13 Assignment, complete by Thursday at 11pm.

**Week 14, April 15 - 19, The 1950s: Age of Conformity?**

Readings: Chapter 29, *U. S. History*

Primary Sources: Cold War Documents, 6 – 7 and *Eisenhower's Response to the Little Rock Crisis*.

Primary documents are best understood in context with the textbook readings.

Week 14 Assignment, complete by Thursday at 11pm.

**Essay on *Warriors Don't Cry* due in class on April 18th**

**Week 15, April 22 - 26, The 1960s: Age of Rebellion? Vietnam**

**Last Day to Drop Classes – April 25**

Readings: Chapter 30, *U. S. History*

Primary Sources: Richard McNaughton's *Assessment of Vietnam*. Primary documents are best understood in context with the textbook readings.

Week 15 Assignment, complete by Thursday at 11pm.

**Week 16, April 29 – May 3, Watergate, and the Middle East**

Primary Sources: *Trong and Thanh Nguyen Recall Their Reception in America*. Primary documents are best understood in context with the textbook readings.

**May 7 – 10, Final Exam** – Hist 1302.006  
Hist 1302.008

May 9 at 8am  
May 7 at 10:15