Spring 2015  
U.S. HISTORY 1301-43004/43801 (3 credit hours)  
MWF C104   11:15am-12:10pm

Instructor: Brett D. Wilkinson  
E-mail: Blackboard/eCampus email system is the primary point of contact; ALL correspondence is done on MWF (ONLY use my EFC email address in case of an emergency)  
Phone: 972-860-7166  
Office: G-215  
Office Hours: M-F, 10-11am or by appointment.

Course Description:  
This is a Texas Common Course Number. This is a Core Curriculum course selected by the colleges of DCCCD.  
Prerequisite: One of the following must be met: (1) DREA 0093 AND DWRI 0093; (2) English as a Second Language (ESOL) 0044 AND 0054; or (3) have met Texas Success Initiative (TSI) in Reading and Writing standards AND the college Writing score prerequisite requirement.

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. (3 Lec.)

Coordinating Board Academic Approval Number 54.0102.51 25

Textbooks and Other Course Materials:  
ISBN: 0-205-96089-8

Supplemental sources will be provided.

Developmental Courses:  
The Texas Success Initiative (TSI) is a statewide program designed to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college-level course work. The TSI requires assessment, remediation (if necessary), and advising of students who attend a public college or university in the state of Texas. The program assesses a student’s basic academic skills in reading, writing, and math. Passing the assessment is a prerequisite for enrollment in many college-level classes such as English 1301/1302, History 1301/1302, Math 1414, etc. Students who do not meet assessment standards may complete prerequisite requirements by taking developmental courses in the deficient area and passing them with a grade of C or higher. In some cases retesting will also be required. It is up to each student to be aware and informed about requirements that are subject to change. Additional information is available from the TSI Office. https://www1.dcccd.edu/cat0910/admiss/tsi.cfm?loc=4

Course Objectives:  
Student 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.

Core Objectives
HIST 1301 develops the following Core Objectives:

Critical Thinking
Communication
Social and Personal Responsibility

Evaluation Procedures:
Your grade:  The grade that you earn in this course will be the result of the grades you receive in the following categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>Grading scale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminars</td>
<td>25%</td>
<td>90 - 100 = A</td>
</tr>
<tr>
<td>Discussion Boards</td>
<td>20%</td>
<td>80 - 89 = B</td>
</tr>
<tr>
<td>Analysis Essays</td>
<td>20%</td>
<td>70 - 79 = C</td>
</tr>
<tr>
<td>Analysis Journals</td>
<td>20%</td>
<td>60 - 69 = D</td>
</tr>
<tr>
<td>Tests/Quizzes</td>
<td>15%</td>
<td>0 - 59 = F</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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While effort and regular attendance are necessary requirements for a passing grade, they are only the starting point. The quality of one’s work and its’ prompt submission will ultimately determine one’s grade. I only grade results not effort. Therefore, all of your work (written, discussions, cooperative assignments) will be evaluated on an A, B, C, etc. basis. Assignments that demonstrate a limited understanding of what was read but doesn't reflect much thought will get a C (75%). Those which represent a good effort and general understanding of the material will get a B (85%). Outstanding papers/work that show depth of understanding and analyses receive an A (95%; eliminating “grade inflation”). Needless to say assignments that fall below the minimum requirements for a “C” will receive a D (65%) or F (55%) depending on the deficiencies. Incomplete and late assignments will receive an NC (0).

Seminars:  Only those who assume their responsibility to guide their own learning, to share their ideas, and to contribute to the learning of others by their questions and comments will earn the full amount of points for seminars. What is important in this course is NOT that you are consistently chiming in with the “right” answer, but that you are thinking, sharing, asking questions, honestly engaging the material, and responding maturely in class. Based on each week’s readings, students will be required to discuss the various aspects of what they have gleaned from the texts. Students will be assessed on the frequency as well as the depth of their comments. Specific requirements for these seminars can be found on the Handouts tab of the eCampus course. I consider it a given that you are here to learn. Seminars will be 25% of your final grade so I encourage you to get over any lingering shyness that remains from your earlier educational experiences. “Spirited discussion is the lifeblood of academia”, and I hope that we will have many. The lowest grade in this category will be dropped.

Discussion Board:  The Discussion board (which is accessed via Blackboard) is the means by which we will extend our class discussions. Specific requirements for these discussion boards can be found on the Handouts tab of the eCampus course. Students will be required to: 1) respond to a question or questions I pose, 2) pose their own question regarding the assigned reading/topic to the class, and 3) respond to the comments or questions of no less than 2 of their fellow students. Students will have until 11:59 pm on the due date to submit their responses. It is not the length or quantity of your replies that is important, although that does provide something of a gauge of your involvement with the material. The lowest grade in this category will be dropped.

Analysis Journals:  The journal will consist of individual or cooperative analysis of various sources of evidence. The analysis will be done in many ways: Chapter questions, Reading log (RL), Primary Source Analysis (PSA), Critical Thinking Analysis (CTA) or Motion Picture Analysis (MPA). Each is a set of questions designed to help extract information from the readings and can be completed in less than 2 pages. Specific requirements for these assignments can be found on the Handouts tab of the eCampus course. The lowest grade in this category will be dropped.

Analysis Essays:  Specific requirements for these papers can be found on the Handouts tab of the eCampus course.
will not have any assignments that can be done in less than 2.5 pages (800-1000 words), so keep that in mind as you write. Again, I stress that the goal here is not to get the "right" answers. You will be doing the work of historians, and the conclusions you reach will differ from one student to another. All papers must be submitted to SafeAssign by the set deadline in order to receive credit.

**Tests/Quizzes:** Throughout the semester scheduled tests/quizzes will be given over the content of the textbook only. Extra credit can be earned with every test/quiz. This is the only source of extra credit in the course. The test/quizzes will be administered on eCampus and in class and cannot be made up. *The lowest grade in this category will be dropped.*

**Assessment of Student Work**
Grades in my history courses are intended to represent the following levels of performance.

- **A**
  Consistently does all or most of the following: Contributes consistently and positively to classroom discussion and shows respect for others. Accurately interprets evidence, statements, graphics, questions, etc. Identifies important arguments (reasons and claims), pro and con. Thoughtfully analyzes and evaluates major alternative points of view. Draws warranted and judicious, non-fallacious conclusions. Justifies own point of view with evidence and explains rationale. Fair-mindedly follows where evidence and reason lead. Writes well organized and cogent essays using polished grammar and syntax.

- **B**
  Frequently does most or many of the following: Contributes frequently to classroom discussion and shows respect for others. Accurately interprets evidence, statements, graphics, questions, etc. Identifies relevant arguments (reasons and claims), pro and con. Offers analysis and evaluations of obvious alternative points of view. Draws warranted and judicious, non-fallacious conclusions. Justifies, using evidence, to some degree ones’ own point of view and explains reasoning. Fair-mindedly follows where evidence and reasons lead. Writes essays in a consistently acceptable manner with a fair degree of polish.

- **C**
  Occasionally does the following: Contributes occasionally to discussion; is respectful. Has some difficulty with the analysis of evidence, statements, graphics, questions, etc. Can usually identify counter-arguments or other possible points of view. Draws obvious conclusions but misses more subtle ones. Can sometimes justify ones’ own point of view apart from self-interest. Writing is acceptable and addresses the point.

- **D**
  Frequently does many or most of the following: Seldom contributes to discussion. Misinterprets evidence, statements, graphics, questions, etc. Sometimes identifies strong, relevant counter arguments. Ignores or superficially evaluates obvious alternative points of view. Rarely justifies ones’ own point of view, seldom explains reasoning. Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions. Minimally completes the writing assignments with some errors.

- **F**
  Consistently does most of the following: Seldom contributes to discussions in a positive way. Offers biased interpretations of evidence, statements, graphics, questions, information or the points of view of others. Fails to identify or hastily dismisses strong, relevant counter-arguments. Ignores or superficially evaluates obvious alternative points of view. Argues using fallacious or irrelevant reasoning and unwarranted claims. Does not justify results or procedures, nor explains reasons. Regardless of evidence, maintains or defends views based on self-interest or preconceptions. Exhibits close-mindedness or hostility to reason. Writing is haphazard, poorly organized, with little attention to surface qualities or form.

**Obtaining Final Course Grades Using eConnect**
Final Grade Reports are no longer mailed. Convenient access is available online at [www.econnect.dcccd.edu](http://www.econnect.dcccd.edu). Use your identification number when you log onto eConnect, an online system developed by the DCCCD to provide you with timely information regarding your college record. Your grades will also be printed on your Student Advising Report, which is available in the Admissions Office.

**Eastfield College Email Policy**
Faculty and students must have and use a DCCCD account for all correspondence relating to academic coursework. For information on setting up a DCCCD student email account go to: http://www.dcccd.edu/netmail/home.html

Course Outline:
Week 1: Welcome to American History!
Week 2: New World Encounters
Week 3: England's New World Experiments
Week 4: Putting Down Roots: Opportunity and Oppression in Colonial Society
Week 5: Experience of Empire: 18th Century America
Week 6: The American Revolution: From Elite Protest to Popular Revolt
Week 7: The Republican Experiment
Week 8: Republican Ascendancy: The Jeffersonian Vision
Week 9: Nation Building and Nationalism
Week 10: The Triumph of White Men's Democracy
Week 11: Slaves and Masters
Week 12: The Pursuit of Perfection
Week 13: An Age of Expansionism
Week 14: The Sectional Crisis
Week 15: Secession and the Civil War

Attendance Policy:
Your attendance is important to your success in this course. You are adults and you have chosen to attend college, thus it is important to make a commitment to that choice. Some University and College policies suggest that instructors withdraw students from a course when absences equal 12% (6 absences) of the course and are thus not progressing. However, I believe that it is ultimately your responsibility to do so. With that in mind, your Seminar grade will be reduced 10% for every absence after 6 (equal to 2 weeks of class). Attendance will be taken daily and students are considered absent 10 minutes after class has begun. (Note that you may also be counted absent for leaving class 10 minutes early) If you have problems and find you must discontinue the course you must officially withdraw from the course through the Student Success Office. The last day to withdraw from this course with a “W” is 4/16/15; failure to withdraw officially will result in a grade of F.

Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.

Financial Aid Statement for Distance Learning Classes
If you are receiving Financial Aid grants or loans and are enrolled in a Distance Learning class, you must show participation in this class prior to the certification date by either e-mailing or contacting the instructor or logging on to eCampus. Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that you repay financial aid funds.

Repeating This Course: (Third Attempt to Enroll in a Course)
Effective for Fall Semester 2005, the Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in additional tuition to be charged. Developmental Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 Semester. See Third Attempt to Enroll in a Course at:
http://www.dcccd.edu/thirdcourseattempt/

Academic Honesty Statement
Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion.
As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalog at http://www1.dcccd.edu/cat0506/ss/code.cfm

Academic dishonesty includes, but is not limited to, cheating on tests, plagiarism and collusion. **Cheating** includes copying from another student's test or homework paper, using materials not authorized, collaborating with or seeking aid from another student during a test, knowingly using, buying, selling, stealing, or soliciting the contents of an unadministered test, and substituting for another person to take a test. **Plagiarism** is the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work. **Collusion** is the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. Academic dishonesty is a serious offense in college. You can be given a failing grade on an assignment or test, can be failed for the class, or you can even be suspended from college.

**Food and Drink Policy**

Food, drinks, and tobacco products are prohibited in Eastfield College classrooms.

**ADA Statement**

Students with a physical, mental or learning disability who require accommodations should contact the college Disability Services Office in C237. Call 972.860.8348 or email efcdso@dcccd.edu. For more information: http://www.eastfieldcollege.edu/SSI/DSO/index.html

**Religious Holidays**

Absences for observance of a religious holy day are excused. Notification of the absence must be given to the instructor in writing at least two weeks prior to the date of the holy day. A student whose absence is excused to observe a religious holy day is allowed to contract with the instructor to take a make-up examination or complete an assignment within a mutually agreed upon time after the absence.

**Withdrawal Policy**

If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s Office by 4/15. Failure to do so will result in your receiving a performance grade, usually an “F.” If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a “W” (Withdraw) in each class dropped. For more information about drop deadlines, refer to the current printed Credit Class Schedule, contact the Admissions/Registrar’s Office at 972-860-7167 (Room C119), or contact the division office.

**STOP BEFORE YOU DROP**

For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions.

Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W.” Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: https://www1.dcccd.edu/coursedrops

**Family Educational Rights and Privacy Act of 1974 (FERPA)**

In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), the College may release information
classified as "directory information" to the general public without the written consent of the student. Directory information includes: (1) student name, (2) student address, (3) telephone numbers, (4) date and place of birth, (5) weight and height of members of athletic teams, (6) participation in officially recognized activities and sports, (7) dates of attendance, (8) educational institution most recently attended, and (9) other similar information, including major field of student and degrees and awards received. Students may protect their directory information at any time during the academic year. If no request is filed, directory information is released upon written inquiry. No telephone inquiries are acknowledged. No transcript or academic record is released without written consent from the student, except as specified by law.

Classroom Etiquette:

Class time: Class time is sacrosanct. It is unlikely that you have ever taken a history course in this fashion because you are the historians in this course. It is your task to prepare for every class by:

• Reading the assignment
• Answering any questions posed
• Writing an analysis paper about the assignment, and
• Actively Participating in class by asking questions, providing your analysis of the subject or completing all other assignments. Your participation will be assessed based on both the frequency of your participation and its’ depth.

Respecting your fellow classmates is crucial. Please do not interrupt your classmates and when addressing a classmate, please use their name. Please arrive to class on time and do not leave early unless an absolute emergency. Please do not carry on private conversations and always respect the group discussion. Use of a laptop in class is only allowed if the instructor has a view of the screen from the front of the classroom. All cell phones should be set to vibrate and should not be answered, used for sending text messages or accessing the internet during class. Again, you have made a commitment to your education and your focus in class is critical. In addition, the interruption of cell phones interferes with the learning of others. Your participation grade will be affected by a failure to comply and any extreme violators of this policy will be asked to leave the class.

The instructor reserves the right to amend this syllabus as necessary.