HIST 1302: United States History II  
Eastfield Community College  
Dual Credit United States History  
Lakeview Centennial High School

General Information
College Name: Eastfield Community College  
Division: Communications & Social Sciences  
Semester/Term & Year: Spring 2015

Instructor Information
Name: Alexes M. Terry, M.A.  
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Telephone: 972-240  
Office Hours: By Appointment Only  
Electronic Office House: M-F from 7:00 am- 8:00pm

Course Information
Course Number: HIST 1302  
Section Number: 43360, 43361, 43362 & 43363  
Credit Hours: 3 (3 Lec.)  
Class Location: Lakeview Centennial High School  
Course Title: History of the United States since 1877

Course Description: United States History II is 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 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.

Student Learning Outcomes: Upon successful completion of this course, students will:  
1. Create an argument through the use of historical evidence.  
2. Analyze and interpret primary and secondary sources.  
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.
**DCCCD Core Curriculum Objectives:** History II is a Tier 2 course in the Self and Society learning category. “Knowledge and skills learned in Tier I are reinforced and applied. The Self and Society category is designed to compare and contrast your knowledge of social behaviors. You will find opportunities to question the roles both you and others play in addressing the issues of our society.” - *DCCCD Catalog*

**Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

**Communication** - to include effective written, oral, and visual communication

**Social Responsibility** - to include intercultural competency, civic knowledge, and the ability to engage effectively in regional, national, and global communities

**Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making

**Specific Course Learning Outcomes:** The primary goal of this course is to increase your knowledge and understanding of how and why the United States came to be what it is today. In doing so, you will develop habits of critical thinking that will allow you to live more competent and interesting lives in your local communities and in the nation at large. The competencies, objectives, and learning outcomes will be accomplished through the use of reading assignments, video programs, instructor/student interaction, writing assignments, projects, quizzes and examinations.

After successful completion of this course, the student should be able to:

1. Analyze and explain the economic developments that led to the transformation of the United States from an agrarian to an industrial and post-industrial urban society.

2. Describe and assess the expansion of the government and the ramifications that expansion had on the political, social, and economic lives of the American people.

3. Identify and explain the developments that led to America’s becoming a world power from 1898 to the present.

4. Recognize and evaluate the pursuit of equality and freedom by various minority groups within American society since 1877.

5. Apply historical perspective to contemporary issues in the United States.

6. Analyze the meaning of American identity since 1877.

**Course Outline:** History 1302 is divided into six parts:

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<th>Week Of:</th>
<th>Chapters:</th>
<th>Video Lesson</th>
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<td><strong>Part 5</strong></td>
<td><strong>Creating and Preserving the Continental Union, 1844-1877</strong></td>
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<td>January 6-9</td>
<td>Ch. 13 &amp; 14</td>
<td>Lessons 21-24</td>
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<td>January 12-16</td>
<td>Chapter 14 &amp; 15</td>
<td>Lessons 25-26</td>
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<td>January 20-23</td>
<td>Chapter 15</td>
<td>Lessons 25-26</td>
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<td>Date Range</td>
<td>Chapters / Lessons</td>
<td>Notes</td>
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<tr>
<td>January 26-30</td>
<td>Chapter 16 Test</td>
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<td><strong>Part 6</strong></td>
<td>Industrializing America; Upheavals and Experiments, 1877-1917</td>
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<td>February 2-6</td>
<td>Chapter 17 &amp; 18</td>
<td>Lesson 1 and Lesson 4</td>
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<td>February 9-13</td>
<td>Chapter 18 &amp; 19</td>
<td>Lesson 4 and Lesson 3</td>
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<td>February 16-20</td>
<td>Chapter 19 &amp; 20</td>
<td>Lessons 5, 6, &amp; 8 (Unit 2)</td>
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<td>February 23-27</td>
<td>Chapter 20 &amp; 21 Test</td>
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<td><strong>Part 7</strong></td>
<td>Domestic and Global Challenges, 1890-1945</td>
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<td>March 2-6</td>
<td>Chapter 21 &amp; 22</td>
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<td>March 9-13</td>
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<td>Spring Break</td>
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<td>March 16-20</td>
<td>Chapter 22 &amp; 23</td>
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<td>March 23-27</td>
<td>Chapter 23 &amp; 24 Test</td>
<td>Lessons 13 &amp; 14</td>
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<td><strong>Part 8</strong></td>
<td>The Modern State and the Age of Liberalism, 1945-1980</td>
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<td>March 30- April 3</td>
<td>Chapter 25</td>
<td>Lesson 15 (unit 3)</td>
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<td>April 6-10</td>
<td>Chapter 26</td>
<td>Lesson 16</td>
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<td>April 13-17</td>
<td>Chapter 27 &amp; 28 Test</td>
<td>Lessons 17, 18, 19, 20</td>
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<td><strong>Part 8/Part 9</strong></td>
<td>Global Capitalism and the End of the American Century, 1980-Present</td>
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<td>April 20-24</td>
<td>Chapters 29-31 Test</td>
<td>Lessons 21-25</td>
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<td>April 27- May 4</td>
<td>STAAR/AP EXAM Review</td>
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<td>May 8</td>
<td>AP Exam at 8:00am</td>
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<td><strong>Course Project</strong></td>
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<td><strong>Sixth Six Weeks</strong></td>
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<td>Course Research and Writing Project</td>
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**Required Material:**


**Additional Resources:**


*Additional articles, handouts and video viewing will be assigned as required.

**Required Materials**
1. Section in binder for DC US History (Tab Labels: Notes, Writing Assignments, Handouts, Assessments)
2. Paper
3. Pens
4. Highlighters
5. Note Cards (you will need lots of these)
6. Copy Paper

**Grading**
Expect at least 8-10 graded assignments each six weeks which will consist of:

**Reading Notes:** For each chapter covered in the course, you are required to read and take notes over the assigned chapters. Reading notes are due that day in which the class is scheduled to review chapter as noted in the course outline. To receive credit for your reading notes, they must be hand-written, completed on the template provided by the instructor, and completed in its entirety.

**Video Lessons:** In addition to reading assigned chapters, students will be required to view various video lessons related to material covered in reading assignments. While viewing the videos, students will be required to answer questions related to the content covered in videos. All video lessons must be viewed by the date in which the class is scheduled to cover related chapter.

**Quizzes:** For each chapter covered in the course, you will take a quiz to assess your knowledge and understanding of the material covered in the assigned reading chapter or video lessons. Quizzes will be given at the beginning of class on the day/date that scheduled to review related chapter. During the quiz, you will be allowed to use your hand-written reading notes or any notes you have related to video lessons. However, no other forms of notes or notes from another student are allowed during the quiz. If a student is late to class, they must take the quiz, the same day after school. If the student does not come to take the quiz afterschool, they will not be allowed to take the quiz and will receive a grade of a zero. If a student is absent on the day of a quiz, it is their responsibility provide a verification of excused absence and come the following day (or their first day back to school) to take the quiz.

**Class Discussions:** Students will be required to engage in small and large group discussions as a method to assess students understanding of topics and themes related to History and assess student's ability to use Historical Think Skills.

**History Logs:** Students will be required to completed a History Log for each chapter. This activity is an informal writing assignment that must be done in class. In doing so, students will review reading/video notes, choose one idea that is most important, and write a short essay using the following questions to stimulate their thinking: What have you learned? What have you thought about? What questions do you have?

**Writing Assignments:** Throughout the course, students will be assigned several formal and informal writing assignments to assess their ability to write, craft a historical argument, and
historical thinking skills. All formal writing assignments must be submitted through Turnitin.com while informal writing assignments will be completed and collected during class.

**Document Analysis:** Throughout the course, students will have several opportunities to assess a variety of documents in effort to strengthen their abilities to read and think like a Historian.

**Small Group Collaboration:** Students will be required to work in small groups to discuss readings, prepare presentations, and completed a variety of activities related to course objective.

**Presentations:** Students will be required to prepare and present several presentations throughout the course of the semester.

**Daily Assignments:** Each day the class meets, students will complete an assignment that will sharpen or assess their knowledge an understanding of a topic or theme related to history.

**Notebook Check:** Students are required to maintain a 3 inch binder for the course. In their binders, students must keep up with all notes, handouts, and resources related to the course. A Notebook Check will consist of, but not limited to, reading notes check, video notes check, syllabus check, binder spot check, and course calendar check. Students are expected to have their binders with them each day that class meets. At any time throughout the course, a binder check may be conducted, without notice, in which students will receive a grade.

**Note Cards:** Students will be required to create study cards to help them prepare for exams. Assigned note cards will be due on the day of exams in which note cards will be collected for two non-test grades.

**Test:** Throughout the semester, students will be given several opportunities to demonstrate their knowledge and understanding of History. The methods to assess students include, but are not limited to, multiple choice test, writing assignments, document analysis, and presentations.

**Evaluation Procedures:**

Daily Assignments: 15%
Note Check: 20%
Quizzes: 20%
Test: 30%
Class Participation/Discussions: 15%

**Grading Scale**

90 – 100 = A
80 – 89 = B
70 – 79 = C
60 – 69 = D
0 – 59 = F
**Extra Credit:** Throughout the semester, students will be given several opportunities to earn extra credit points. However, students must have a grade of 70 or above, on all assignments in the grade book to receive extra credit points.

**Attendance Policy:** To receive credit or a final grade in a class, a student must attend at least 90 percent of the days the class is offered.

**Late Policy**
All assignments are due at the beginning of class, unless instructed otherwise, and must be submitted before the tardy bell. Assignments submitted late, or after the tardy bell, will receive a 20 point penalty for the first day submitted after the due date/time and 5 points for each following. If a student is late to class his/her assignment will be counted as late in which a pass from another teacher or note of any sort will not exclude the assignment from receiving a penalty. No assignments will be accepted late once 50 points have been deducted.

**Absences**
Students must be present on the due date of all major quizzes, tests, writing assignments, and projects. If a student is absent on the date a major assignment is due or completed in class, without prior communication or appropriate excuse, the student will receive deduction of 30 points from the final grade earned on the missed assignment. It is the student’s responsibility to provide teacher with all proper documentation in regards to attendance. If a student is truant from class on the day an assignment is due, he/she will receive a zero for that assignment. Lastly, it is the student’s responsibility to obtain missed assignments due to absences. This must be done after school the first day a student returns from absence.

**Make-Up Work**
Students are expected to take initiative in scheduling makeup work. As directed in the GISD Handbook, students will have "one day for each excused day missed" to complete obligations. Late work and work for unexcused absences will not be accepted.

**Course Grades:** Grades are updated on a weekly basis and can be monitored through the Skyward (GISD). The grade you receive, in this course, for EFC will mirror the grade you receive for GISD. Final Grade Reports for EFC are not mailed. Convenient access is available online at 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.

**Academic Honesty:** Academic honesty is expected, and integrity is valued in the Dallas County Community Colleges. 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. Anyone who cheats on a test will get a zero on that test with no make-up. Anyone who engages in plagiarism will receive a zero on that report with no make-up. 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. More information is available at https://www1.dcccd.edu/catalog/ss/code.cfm.
**Electronic Device Policy:** CELLPHONES AND/OR ELECTRONIC DEVICES ARE NOT ALLOWED DURING CLASS UNLESS INSTRUCTED OTHERWISE; THESE DEVICES MUST BE STORED DURING CLASS. THEIR PRESENCE WILL LEAD TO CONFISCATION OF DEVICE. As a Dual/AP student, you are considered a responsible adult. THIS NOTE SERVES AS YOUR INITIAL WARNING.

**Disclaimer:** This syllabus is a set of guidelines for HIST 1302, United States History II, 1877-Present. The instructor reserves the right to modify any course requirements and due dates as necessary to manage and conduct this class. The intent of the instructor is to promote the best education possible within prevailing conditions affecting this class. You are responsible for contacting the instructor and seeking clarification of any requirement that is not understood.

**Study Tips:**

- The *textbook* describes significant developments in American history. To do well in this course, you **must** read and take notes over the appropriate textbook assignments indicated in the HIST 1302 Schedule.

- Be attentive to all video segments, for they provide critical information and analysis. Use and learn from the Check Your Understanding and Interactive features.

- Take thorough notes and seek assistance from instructor when needed.

- Form serious study groups.

- Prepare for all quizzes, exams, and discussions.

- Lastly, you **MUST** manage your time wisely, be disciplined, and study!
I, _________________________________ have read the ENTIRE syllabus for the second semester of AP U.S. History, and understand that every part of this syllabus pertains to me. I will complete all assignments on time and turn them in as directed. I understand that this course is not like non-AP courses, thus the demands are much more rigorous. I recognize one objective of this course is to prepare me for the AP U.S. History exam, which necessitates my diligence to complete all reading, notes, history logs, writing as well as all other assignments. I agree to abide by the terms presented in this syllabus.

STUDENT Signature________________________________________Date_____________

PARENT Signature (PLEASE PRINT FULL NAME and then SIGN that You have also READ the Course Syllabus for AP U.S. History, second semester.

Printed Name_____________________________________________

Signature__________________________________________________Date__________