History 1302 - 83451
Richland College ~ Spring 2017
Humanities Division

Instructor: Prof. David Robison
Office Location: Crockett Hall, C208
Office Hours: Online via e-mail
Email: davidrobison@dcccd.edu

Class Time: Online
Course Dates: March 20 – May 11
Location: Online. No on-campus mtgs.

Prerequisite: One of the following must be met: (1) Developmental Reading 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.

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.) This course is 100% online.

Course Objectives: Analysis and interpretation of the past from the perspective of the present, by engaging and synthesizing historical documents, evidence, and the interpretations of leading historians. With a thorough examination of our nation’s history following the period commonly known as Reconstruction (1865-1876), it is hoped that students may develop the cultural awareness needed to excel in today’s rapidly changing global community.

Required Textbook: The textbook is provided online on e-Campus, located in Units 5-8.

Withdrawal Policy: See the current DCCCD Registration Guide for last day to withdraw.

Financial Aid: If you are receiving any form of financial aid, you 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.

Course Objectives and Competencies: History 1302 is a part of the Course Curriculum and addresses the following Exemplary Educational Objectives and Core Curriculum Intellectual Competencies as set forth by the Texas Higher Education Coordinating Board.

Exemplary Educational Objectives in United States History
1. To examine social institutions and processes across a range of historical periods, social structures, and cultures.
2. To develop and communicate alternative explanations or solutions for contemporary social issues.
3. To understand the evolution and current role of the U.S. in the world
4. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.
5. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
6. To identify and understand differences and commonalities with diverse cultures.
Intellectual Competencies in United States History

1. **READING:** the ability to analyze and interpret a variety of printed materials—books, documents, and articles—above 12th grade level.
2. **WRITING:** the ability to produce clear, correct and coherent prose adapted to purpose, occasion and audience—above 12th grade level.
3. **LISTENING:** analyze and interpret various forms of spoken communication, possess sufficient literacy skills of writing and reading—above 12th grade level.
4. **CRITICAL THINKING:** think and analyze at a critical level.

**Email Requirements:** Efficient and effective communication is of great importance particularly for an online course. By following these guidelines, students ensure a more timely and accurate response.

- **When e-mailing the instructor,** put the following information in the subject line: your last name, first name, course # and section #.
  
  For example, an e-mail sent by Chris Smith who is enrolled in this class would include in the subject line: **Smith, Chris - HIST 1302-83451.**

- **Use a positive tone & proper etiquette.** Curt remarks are never appropriate. **Example:**

  Prof. Robison

  *I have a question about my grade concerning writing assignment #1. The grade book indicated I received a 75%. However, all of my responses were posted. Could you help me understand the reason my grade is not higher. Thank you.*

  Sue Jones

- **In accordance with Federal law established by FERPA*, messages seeking restricted information will receive a response only if they are sent from a student’s Richland College-issued e-mail account.** (*Family Educational Rights and Privacy Act – U.S. Dept. of Educ.)*

**Student Assessments & Due Dates:** Assessments in this course consist of ten chapter quizzes, four discussion boards, and four exams. As an online course, all participation is asynchronous, not in real time. Students may log in at any time and must post/complete assessments prior the posted deadlines. **Late assignments are not accepted. No exceptions.**

**Technology & Due Dates:** Expecting technology to work perfectly all the time is unrealistic. Waiting until due dates are close at hand is a risky thing to do in an online course. Technical problems do not equal a free pass. Submit your work early. If a problem occurs, you will have time to find a solution and still meet the deadline.

**Tech Support:** Call 972-669-6402 (out of Dallas call 1-866-374-7169) or contact e-Campus technical support from the Richland College website. If you encounter a technology problem, contact Tech Support for assistance. Notifying the instructor of the situation is appropriate if a solution is not forthcoming before the due date.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Chapter Quizzes</td>
<td>25%</td>
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<tr>
<td>Oral History Project</td>
<td>5%</td>
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<tr>
<td>Discussion Boards</td>
<td>30%</td>
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<tr>
<td>Exams on Units 5-8</td>
<td>40%</td>
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This is a Developing Learning Power class and part of Richland College's Learning to Learn: Developing Learning Power Quality Enhancement Plan (QEP) in which specific Thinking Routines are used to help you develop your learning power, become an even more engaged, successful learner, and master course content. Participating in Thinking Routines provides you with a greater understanding of how you best learn and offers you techniques to boost your capacity to change and learn through effort and the intentional practice of thinking. Developing Learning Power shapes an exceptional learning experience, helps you advance in your academic career, and fosters traits in you of an effective lifelong learner. At the end of the course, you will be asked to reflect on your experience through an assignment about how you have changed as a learner.

Institution Policies: Dropping; Withdrawal; Repeating; Academic Honesty, and others…