## Course Information

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>American History II</td>
<td>Dr. Mike Shepherd</td>
</tr>
<tr>
<td>FA 2019</td>
<td><a href="mailto:shepherd.mike@sbcglobal.net">shepherd.mike@sbcglobal.net</a></td>
</tr>
<tr>
<td>HIST-1302-31006</td>
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<tr>
<td>12:30-1:50 pm C006 Tues./Thurs.</td>
<td>Liberal Arts Office</td>
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<td>Liberal Arts 972-860-8013</td>
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## Instructor Information

### 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.

### Required Materials Including Textbooks (include ISBN)
*Note: A minimum of 9 hours per week should be devoted to course material outside of class time*

**Eric Foner: Give Me Liberty**

### Course Prerequisites
None

### Disclaimer
The instructor reserves the right to amend this syllabus if necessary.

## Texas Core Objectives for Student Learning
The College defines essential knowledge and skills that students need to develop during their college experience. These general education competencies parallel the Texas Core Objectives for Student Learning. In this course, the following skills are in focus.

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

## 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.
CVC Learning Signature  

CVC’s Learning Signature is One College Transforming Lives. Cedar Valley College establishes clear **expectations** for students through **engagement** and **empowerment** leading to **excellence**.

**CVC Faculty and Staff expect students to:**
- take responsibility for their own learning
- commit to achieving high academic performance
- be meaningfully engaged in the campus community

**CVC Faculty and Staff expect to:**
- provide students a clear pathway of instruction
- establish clear learning outcomes
- serve as role models and mentors for students

**Course Outline**  

For maximum success in this course you should spend a **minimum** of 9 hours per week working on course material.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>August 27/29</td>
<td>Reconstruction (1865-1877) : Foner, chapter 15 (read, define terms)</td>
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<tr>
<td>Sept 3/5</td>
<td>America’s Gilded Age (1870-1890) Foner, chapter 16</td>
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<td>Sept. 10/12</td>
<td>Exam 1 (12th) Freedom’s Boundaries (1890-1900) Foner chapter 17</td>
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<td>Book Title/Topic for Term paper due.</td>
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<tr>
<td>Sept. 17/19</td>
<td>Freedom’s Boundaries; Spanish-American War; Teddy Roosevelt</td>
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<tr>
<td>Sept. 24/26</td>
<td>The Progressive Era (1900-1916) Foner chapter 18</td>
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<td>Exam 2 (26th)</td>
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<tr>
<td>Oct. 1/3</td>
<td>ROARING 20s</td>
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<td>Oct. 8/10</td>
<td>The Depressed 30s</td>
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<tr>
<td>Oct. 15/17</td>
<td>Unit Review/ Exam 3 / Rough Draft of Paper turned in</td>
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<tr>
<td>Oct. 22/24</td>
<td>World War II/ Cold War</td>
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<td>Oct. 29/31</td>
<td>Unit Review/Exam 4</td>
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<td>Nov. 5/7</td>
<td>1950s/1960s</td>
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<td>Nov. 12/14</td>
<td>The 1950s and 1960s- Exam 5</td>
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<tr>
<td>Nov. 19/21</td>
<td>Term paper due in email and hard copy (26th)</td>
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<tr>
<td>Nov 26/Dec 3/5</td>
<td>Student oral presentations- 5 minutes each.</td>
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<td>Dec 9</td>
<td>Final Exam Week</td>
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**Evaluation Procedures**  

At the beginning of the course, the instructor provides a schedule of examinations and assignments that contribute to the final grade in the course for each student. The grading scale: A= 90 or above; B= 80-89; C=70-79; D=60-69; F= below 60/

**Exams and Assignments**  

The final grade for the course reflects evaluation of the student’s work on the following assignments that are calculated as follows:

- 5 examinations, each valued at 10% of the course grade
- 1 book report/research paper valued at 20% of the grade
- 1 oral presentation valued at 10% of the grade
- 1 final examination valued at 10% of the grade
Class participation valued at 10% of the grade. The average score of these elements determines the course grade. All exams are non-comprehensive and include multiple choice, short answer, matching, and essay questions.

It is required that students choose a book for a term paper and begin working on the term paper at the beginning of the semester. The book is approved by the instructor and must be non-fiction, 200 or more pages, with a bibliography and an index. The book must be on significant events in post-Civil War America. The term paper will be graded on length (6-8 pages of text), grammar/spelling/punctuation/capitalization, and accuracy. Sources must be cited specifically in the text, not merely listed at the end.

The oral presentation is a summary of the term paper in 5 minutes.

Stop Before you Drop
Under a Texas law (TEC Section 51.907), if you drop too many classes without having an acceptable reason, your GPA could be affected. Be sure you understand how this law may affect you before you drop a class.

The law applies to students who enroll in a Texas public institution of higher education (including the colleges of DCCCD) for the first time in fall 2007 or later. Under this law, you may not drop more than six classes without an acceptable reason during your entire undergraduate career without penalty. For more information, please see our catalog or read Facts About Dropping Classes.

If you drop or withdraw before the official drop/withdrawal deadline, you will receive a grade of W (Withdraw) in each class dropped until the seventh unacceptable drop. You will earn a grade of WF for the seventh unacceptable drop, and each unacceptable drop after that. A grade of WF will be calculated in your GPA as an F.

The deadline for receiving a W is indicated on the academic calendar and the current class schedule. For more information, you may access: http://www.dcccd.edu/Why/Reg/Registration/Pages/DropWithdraw.aspx

The Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. This class may not be repeated for the third or subsequent time without paying the additional tuition. Third attempts include courses taken at any of the Dallas County Community Colleges since the fall 2002 semester. More information is available at: http://www.dcccd.edu/PC/Cost/3rdCrseAttmpt/Pages/default.aspx

Attendance Policy
In general, daily class attendance enhances student achievement of an A, B or C in the course. Students should advise instructors of illness, work or family situations that may require absence from a class.
Financial Aid Certification of Attendance

You must attend and participate in your on-campus or online course(s) in order to receive federal financial aid. Your instructor is required by law to validate your attendance in your on-campus or online course in order for you to receive financial aid. You must participate in an academic related activity pertaining to the course such as but not limited to the following examples: initiating contact with your instructor to ask a question about the academic subject studied in the course; submitting an academic assignment; taking an exam; completing an interactive tutorial; participating in computer-assisted instruction; attending a study group that is assigned by the instructor; or participating in an online discussion about academic matters relating to the course. In an online class, simply logging in is not sufficient by itself to demonstrate academic attendance. You must demonstrate that you are participating in your online class and are engaged in an academically related activity such as in the examples described above.

Course Policies

Students must turn off all electronic devices in class unless specifically permitted by the instructor; students have one week to make up assignments or the grade turns to zero. No make-ups for final exams.

Tutoring Services

All tutoring is available on a "drop in" basis; however, if you would like to make an appointment for a specific time, please call 972-860-2974. We encourage you to make an appointment for all written assignments. During each visit to the center, you will use your student ID# to sign in and out on our computer at the front desk. More information is available at: http://www.cedarvalleycollege.edu/FutureStudents/StudentServices/TutoringServices/default.aspx

QUALITY ENHANCEMENT PLAN

Cedar Valley College's Quality Enhancement Plan is designed to improve student learning in mathematics. Read more about our QEP at: http://www.cedarvalleycollege.edu/QEP/default.aspx

INSTITUTIONAL POLICIES

- Institutional policies related to this course can be accessed from the following link:
  - www.cedarvalleycollege.edu/syllabipolicies