<table>
<thead>
<tr>
<th>GENERAL INFORMATION</th>
<th>COURSE SPECIFIC DATA</th>
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<tbody>
<tr>
<td>History 1302,</td>
<td>El Centro College,</td>
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<tr>
<td>Section 56406</td>
<td>Dallas County</td>
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<tr>
<td>Summer 2019, July</td>
<td>Community College</td>
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<tr>
<td>8-August 8 History</td>
<td>District</td>
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<td>of the United</td>
<td>Internet Course</td>
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<td>States II</td>
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<tr>
<th>INSTRUCTOR CONTACT INFORMATION</th>
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<tbody>
<tr>
<td>Instructor: Ilana Weltman</td>
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<tr>
<td>Telephone: (904) 252-9684</td>
</tr>
<tr>
<td>eMail: <a href="mailto:iweltman@dcccd.edu">iweltman@dcccd.edu</a></td>
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Instructor: Ilana Weltman  
Telephone: (904) 252-9684  
eMail: iweltman@dcccd.edu  
Office Hours: Contact me via phone after 4:30 pm Monday-Thursday, and on Sundays 2pm-8:30 pm. Or email me anytime, I am here to help you succeed. 😊 I will do my best to respond within one business day.

<table>
<thead>
<tr>
<th>COURSE PREREQUISITES</th>
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<tr>
<td>Developmental Reading 0093, English as a Second Language (ESOL) 0044 or have met the TASP/Alternative Assessment Standard in Reading. The history of the United States is surveyed from the Reconstruction era to the present day. The study includes social, economic, and political aspects of American life. The development of the United States as a world power is followed. Coordinating Board Academic Approval Number 4508025142</td>
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<tr>
<th>COURSE OBJECTIVES AND</th>
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<tr>
<td>Instructional goals are focused on enabling students to recognize and recall basic facts and describe major concepts and terminology in the specialised area of Nazi Germany and the Holocaust. Instructional materials will be provided through the assigned textbook(s), lecture presentations, and on a class-related, eCampus web site. Mastery of these goals will be assessed via exams and assignments that focus on each of the above knowledge skills. Statement of Purpose. Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse</td>
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world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives. Through the Texas Core Curriculum, students will prepare for contemporary challenges by developing and demonstrating the following core objectives:

(A) Critical Thinking Skills: to include creative thinking, innovation, inquiry and analysis, and the evaluation and synthesis of information;
(B) Communication Skills: to include effective development, interpretation and expression of ideas through written, oral, and visual communication;
(C) Empirical and Quantitative Skills: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions;
(D) Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

**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.

**Core Courses and Intellectual Competencies**

**READING:** Reading at the college level means the ability to analyze and interpret a variety of printed materials – books, articles, and documents. A Core Curriculum class should offer students the opportunity to master both general methods of analysing printed materials and specific methods for analysing the subject matter of individual disciplines.

**WRITING:** Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each indispensable elements in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much – if anything – to say that is worthwhile or relevant to the assignment. Students need to be familiar with the writing process including how to discover a topic, how to develop and organise it, and how to phrase it effectively for their audience.

**SPEAKING:** Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

**LISTENING:** Listening at the college level means the ability to analyse and interpret various forms of spoken communication.

**CRITICAL THINKING:** Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.

**COMPUTER LITERACY:** Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and...
acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

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<th>COURSE OUTLINE</th>
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**Week 1**
- Read Chapter 16 on Reconstruction, Read Chapter 17, A New South in your American Journey book/Online Lesson Readings, Discussion Board Posts
- Read Chapter 18 Industry, Immigrants, and Cities/Online Lesson Readings, Discussion Board Posts
- Read Chapter 19 Transforming the West, Read Chapter 20 Politics and Government/Online Lesson Readings, Discussion Board Posts Submit Research paper topics

**Week 2**
- Exam #1 (on Chapters 16-19)
- Read Chap 21 The Progressive Era/Online Lesson Readings, Discussion Board Posts by
- Read Chapter 22 Creating an Empire, Read Chapter 23 America and the Great War/Online Lesson Readings, Discussion Board Posts
- Read Chapter 24 Toward a Modern America, Read Chapter 25 The Great Depression/Online Lesson Readings, Discussion Board Posts by

**Week 3**
- Exam #2 (on Chapters 20-24)
- Museum Assignment due
- Read Chapter 25 & 26 –Begin World War II Lesson, Discussion Board Posts
- Film Review Assignment Due
- Read Chapter 27 The Cold War At Home and Abroad/Online Lesson Readings April 16

**Week 4**
- Chapter 28 The Confident Years/Online Lesson Readings, Discussion Board Posts Exam #3 (on Chapters 25-29)
- Read Chapter 29 Shaken to the Roots/Online Lesson Readings Discussion Board
- Read Chapter 30 The Reagan Revolution and a Changing World, Read Chapter 31 Complacency, Crisis, and Global Reengagement/Online Lesson Readings, Discussion Board
Week 5 Exam # 4 (on Chapters 30-31 and themes on earlier chapters) Research Paper Due


or YOU MAY GET THE AMERICAN JOURNEY IN VOLUME II

OR

Revel Online Textbook, this is the inexpensive option, however, the Hardcover Textbook is recommended so you can highlight, take notes, and have more complete coverage of the topics.

1. Reading of assigned course materials.
2. Class participation/blackboard discussion.
3. Completion of all exams.
4. Completion of all assignments. In addition students may elect to earn additional points through various opportunities during the semester.

INSTRUCTOR WILL PROVIDE EXTRA CREDIT OPPORTUNITIES!

If you are concerned about your progress in this class, please see me. I will work with you to ensure your success in the course

Tests- Will mainly be multiple choice

TAKE NOTES and HIGHLIGHT YOUR BOOK AS YOU READ EACH CHAPTER

Discussion Board Participation- Participation makes up a large part of your grade. Students are responsible for responding to the Discussion Board thread –a minimum of one posting is required and a minimum of one response to a classmate is also required each week- Responses should be well thought out, original thought, insightful and enhance the historical topics. When you respond to a classmate you may support their response, add something to enhance their response, or you many criticize their response HOWEVER, IN A FRIENDLY ACADEMICALLY APPROPRIATE MANNER 😊 You may have a choice of different threads to respond to depending on the week.

Film Review- Students will view Historical films and/or film clips and comment, critique, and apply it to their studies- more detailed instructions to follow
Museum Visit- Students will visit a museum (in Dallas or outside of Dallas-many do not require you to pay for admission) and provide a reflection piece and analysis of the artifacts viewed. More detailed instructions to follow. If you are unable to visit a museum, an alternative assignment is possible.

RESEARCH PAPER
A minimum of five different sources of information (books, articles, interviews with resource persons, and/or video material) including dictionaries, encyclopedias or class text book and internet.

Your research paper should be an organized presentation of ideas relevant to the topic you have selected. And, while some of the sources of information you use may present a biased or one-sided view of some issue, your job, as a history student, is to present an objective analysis of the topic. Therefore, you will not only be organizing and summarizing the reference materials used, you will also be evaluating them in terms of their contribution to an objective understanding of the topic of your research.

ORGANIZING AND EVALUATING THE INFORMATION USED: Be sure that you do each of the following:
1. State clearly the purpose or purposes of your research in the beginning paragraphs of your paper. For example, whether you are describing some historical event (such as the Conquest of Mexico by Cortes), exploring the causes and consequences of some historical event (such as the Crusades), make it clear to your reader from the beginning what you are doing.
2. Follow through with the purpose(s) stated in your opening paragraphs throughout the paper. Avoid including material that is not really relevant to the topic or purpose(s) of your paper.

Students should use the APA STYLE.

The project assignments will be designed by the instructor and will consist of a written assignment and will conform to writing standards set by APA. Your assignment will be graded on its coherency, application of your thesis statement, its analysis of the sources, and the readability of the essay itself. Sources should be cited in your paper, and no paper should have more than 10% of it as quotes or cited information. This should be YOUR work, NOT something solely contrived from other sources. All assignments are due at class time on the due date.

In order to receive credit for a research paper, the student must submit a paper prepared in accordance with these guidelines.

Before beginning work on a research paper for History, you should do the following:
1. Get the topic approved by the instructor.
2. Submit thesis for approval.
3. Do some preliminary checking of available resources to make sure that you will be able to find enough information about the topic you have selected.

LENGTH: The body of the paper should be at least 6 pages double spaced.

Attendance Policy
Since this is an online class, no on-campus attendance is required. Students do need to check in at the beginning of the semester for certification/financial aid purposes. However, students are expected to participate actively via the Discussion Board eCampus, check eCampus, and your email regularly http://ecampus.dcccd.edu.
In addition to the ECC academic regulations regarding attendance, it is expected that the student will **MAKE EVERY POSSIBLE EFFORT to BE PRESENT for REGULARLY SCHEDULED EXAMS.**

### Course Drop Date:
The last day to withdraw from a class without a grade is April 12, 2017 at 7:00 PM (1900 hours) in the Registrar's Office (A130). Failure to withdraw from a course will result in a performance grade (F, in more instances than not). **Please contact me for before you drop! I am here to help you improve your grade and hope to assist you so you do not need to drop.**

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<tr>
<th>Institutional Policies</th>
<th>Stop Before You Drop 6Drop</th>
<th>Withdrawal Policy</th>
<th>Repeating a Course</th>
<th>Financial Aid</th>
<th>Academic Ethics</th>
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<tr>
<td>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 counselling/advising centre 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 <a href="https://www1.dcccd.edu/6drop">https://www1.dcccd.edu/6drop</a>.</td>
<td>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 the official drop date for this course (see Course Drop Date mentioned earlier in this syllabus). 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 office at 214-860-2484 (A169), or contact the Division Office. <strong>PLEASE CONTACT ME BEFORE WITHDRAWING, I WOULD LIKE TO MAKE AN ACTION PLAN FOR YOU SUCCCEED IN THE COURSE</strong></td>
<td>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 <a href="http://www.dcccd.edu/thirdcourseattempt/">http://www.dcccd.edu/thirdcourseattempt/</a></td>
<td>Please visit with the Financial Aid Office</td>
<td>Any violation of the Student Code of Conduct (as printed in the El Centro College Catalogue and available at <a href="http://www1.dcccd.edu/catalog/about/standard.cfm">http://www1.dcccd.edu/catalog/about/standard.cfm</a>) will be penalized accordingly. All violations will be forwarded to the proper college authorities</td>
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The college may, at its discretion, impose additional penalties on the student including academic probation, suspension, or expulsion.

The Office of Institutional Equity, in coordination with DCCCD colleges, has the primary responsibility for reviewing, updating and implementing compliance policies and procedures. The Institutional Equity and Compliance Officer and the Office of Institutional Equity will ensure compliance with College District policies, federal and state laws related to sexual assault, Title IX, Title II (Americans with Disabilities Act) and the Military Veterans Full Employment Act to support diversity and inclusion.

Students with Disabilities: If you are a student with a disability and/or special needs, or if you think you may have a disability, please contact the college Disability Services Office (DSO). Please note that all communication with DSO is confidential. If you are eligible for accommodations, please provide or request that the DSO send your accommodation letter to me as soon as possible (students are encouraged to contact DSO at the beginning of the semester). For more information regarding the College Disability Services Office, please visit the Student Services website: dcccd.edu/DSO Offices or contact DCCCD Office of Institutional Equity at (214) 378-1633.

A Note on Harassment, Discrimination and Sexual Misconduct

We are committed to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and DCCCD policy prohibit harassment, discrimination and sexual misconduct. If you encounter harassment, sexual misconduct (sexual harassment, sexual assault, stalking, relationship violence, stalking), retaliation or discrimination based on race, color, religion, age, national origin, disability, sex, sexual orientation, gender identity, and/or gender expression, please contact your College Title IX Coordinator or the Office of Institutional Equity. We treat this information with the greatest degree of confidentiality possible while also ensuring...
student welfare and college safety.

We are concerned about the well-being and development of our students, and are available to discuss any concerns. There are both confidential and non-confidential resources and reporting options available to you. If students wish to keep the information confidential, please contact the college Counseling or Student Health Services. As required by DCCCD policy, incidents of discrimination and/or sexual misconduct shared with faculty will be reported to the College Title IX Coordinator or District Title IX Coordinator. The Title IX Coordinator will contact the student and determine if further investigation is needed. For more information about policies, resources or reporting options, please contact your college Title IX Coordinator or visit www.dcccd.edu/titleIX.

College Title IX Coordinators

Brookhaven Cedar Valley Eastfield El Centro Mountain View North Lake Richland Dallas Colleges Online Office of Institutional Equity Terri Edrich Grenna Rollings Rachel Wolf Shanee’ Moore Regina Garner Rosemary Meredith(acting) Bill Dial Le’Kendra Higgs

TitleIX-BHC@dcccd.edu TitleIX-CVC@dcccd.edu TitleIX-EFC@dcccd.edu TitleIX-ECC@dcccd.edu TitleIX-MVC@dcccd.edu TitleIX-NLC@dcccd.edu TitleIX-RLC@dcccd.edu


Religious Holidays

A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence if, not later than the fifteenth day after the first day of the semester, the student notified the instructor of each class scheduled on the date that the student would be absent for a religious holy day. A “religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code. The notice shall be in writing and shall be delivered by the student personally to the instructor, with receipt acknowledged and dated by the instructor or by certified mail, return receipt requested, addressed to the instructor. A student who is excused under this section may not be penalized for the absence, but the instructor may appropriately respond if the student fails to complete the assignment or examination satisfactorily. See General Institutional Policies.
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<tr>
<th>Campus Emergency Operation Plan</th>
<th>El Centro College and the Dallas County Community College District have developed policies and procedures for dealing with emergencies that may occur on campus. To familiarize yourself with these procedures, please take time to watch the overview video: <a href="http://video.dcccd.edu/rtv/DO/emergency_dcccd.wmv">http://video.dcccd.edu/rtv/DO/emergency_dcccd.wmv</a></th>
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<tr>
<td>Disclaimer Reserving Right to Change Syllabus</td>
<td>The instructor reserves the right to amend this syllabus as necessary. Provisions contained in this Syllabus do not constitute a contract between the Student and El Centro College. These provisions may be changed at the discretion of the Discipline Coordinator/Instructor. When necessary, appropriate notice of such changes will be given to the Student. The Instructor-of-Record may provide additional information to enhance the course to meet the needs of the enrolled students provided that the enhancements do not conflict with the official course syllabus.</td>
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<tr>
<td>El Centro College Policies</td>
<td><strong>General Institutional Policies</strong> El Centro College policies as detailed herein may also be found by clicking on the link above.</td>
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<td>Food, drink, cell phones, etiquette, etc.</td>
<td>DCCCD, ECC, the Arts and Sciences Division, are intolerant of disruptions that impede the learning and teaching process.</td>
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<tr>
<td>Children on Campus</td>
<td>El Centro College strives to preserve an environment most conducive to teaching and learning for all enrolled students. Minor children may not be brought to classrooms, labs, testing areas, or study areas of the college. This practice is disruptive to the learning process. Children who are taking part in organized scheduled activities, or who are enrolled in specific classes, are welcomed. For reasons of security and child welfare, the college will not permit unattended children to be left anywhere on the premises. Students/Parents who have problems with childcare should visit the advisement/counselling centre or the Adult Resource Centre to receive referrals to childcare services in the area.</td>
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<tr>
<td>Computer Use Policy</td>
<td>This class will require you to utilize campus computers. Please see the computer use policy for the district under the student code of conduct at <a href="http://www1.dcccd.edu/cat0406/ss/computer.cfm">http://www1.dcccd.edu/cat0406/ss/computer.cfm</a></td>
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