SYLLABUS
HISTORY 1302: THE UNITED STATES FROM 1865 - PRESENT
Humanities Division: Section 85001 (3 Credit Hours)
Summer 1, 2019

Class Hours: 9:40 A.M.-11:40 A.M. Monday-Friday (Richland College: Wichita Hall WH103)
Professor: Clive Siegle
Office: Crockett C264
Office Hours: Mon.-Fri. 8:45-9:30 A.M; Noon-1:00 P.M.; other times by appointment
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Textbook

James West Davidson, Brian Delay, Christine Heyrman, et al.
McGraw-Hill, publishers, 2018

This special edition textbook, which is sold in the Richland bookstore, has the following ISBN number: 978-1-260-72795-1. This includes not only the book, but a coded CONNECT access card that gives you access to a full e-book and audiobook version of the textbook as well. The access code is listed on the CONNECT page at the front of the book. You will need it to access the audiobook and e-book.

For those who want to try and “wing it” without buying the book, a number of the print version of the book will be on reserve in the Richland Library. These can be checked out for a set period of time, typically an hour or two, and cannot be taken out of the library.

Course Description

We will explore the historical experience of United States and its peoples, beginning with the Post-Civil War Reconstruction period, and ending with events leading up to today. The course will focus on—but not be limited to—examining America in the nearly 150 years since the Civil War, as the U.S. emerges as a growing global economic and political power. We will trace the history of the United States, beginning with the revolutionary experiment in redefining and restructuring government and society that was Reconstruction, and will conclude with the end of the Cold War. Along the way, we will examine social, economic, and political institutions across a range of historical periods, social structures, and cultures, and America’s past will be linked to understanding the evolution of the current role of the U.S. in the context of today’s world scene.
This history course will also help develop the following skills needed to forge ahead in the collegiate environment and business world:

Reading: the ability to analyze and interpret a variety of printed materials.
Writing: the ability to produce clear, correct and coherent prose.
Critical thinking: the ability to compare, contrast, analyze, and combine information to reach reasonable conclusions.
Listening and note-taking: the ability to follow lectures and take relevant notes.

Students will need to have fulfilled the following prerequisites to enroll in this class:
Developmental Reading 0093 or English as a Second Language (ESOL) 0044, or have met the Texas Success Initiative (TSI) standard in reading.

Course Organization and Schedule

Day One: June 6

*U.S.: A Narrative History*, “Welcome to the Texas Edition,” and Chapter 17

Day Two: June 7

*U.S.: A Narrative History*, Chapters 17-18

Day Three: June 10

*U.S.: A Narrative History*, Chapter 18

Day Four: June 11

*U.S.: A Narrative History*, Chapter 19

Day Five: June 12

*U.S.: A Narrative History*, Chapter 20

Day Six: June 13

TEST 1: THURSDAY, June 13, on Chapters 17-20 and appropriate “Tales of Texas”

*Begin U.S.: A Narrative History*, Chapter 21

Day Seven: June 14

*U.S.: A Narrative History*, Chapters 21-22

YOUR 5 VIRTUAL ORAL HISTORY INTERVIEWEE QUESTIONS UPLOAD IS DUE IN ECAMPUS

Day Eight: June 17

*U.S.: A Narrative History*, Chapter 22

Day Nine: June 18

*U.S.: A Narrative History*, Chapter 22

Day Ten: June 19

TEST 2: WEDNESDAY, June 19, on Chapters 21-22 and appropriate “Tales of Texas”
Begin *U.S.: A Narrative History*, Chapter 23

**Day Eleven:** June 20  
*U.S.: A Narrative History*, Chapter 23-24

**Day Twelve:** June 21  
*U.S.: A Narrative History*, Chapter 24-25

**Day Thirteen:** June 24  
*U.S.: A Narrative History*, Chapter 25-26

**Day Fourteen:** June 25 (last day to withdraw with a “W”)  
*U.S.: A Narrative History*, Chapter 26

**Day Fifteen:** June 26  
TEST 3: WEDNESDAY, June 26, on Chapters 23-26 and appropriate “Tales of Texas”  
Begin *U.S.: A Narrative History*, Chapter 27

**Day Sixteen:** June 27  
Begin *U.S.: A Narrative History*, Chapter 28

**Day Seventeen:** June 28  
Begin *U.S.: A Narrative History*, Chapter 29  
**ORAL HISTORY QUESTIONNAIRE AND REFLECTION DUE**

**Day Eighteen:** July 1  
*U.S.: A Narrative History*, Chapter 30

**Day Nineteen:** July 2  
*U.S.: A Narrative History*, Chapter 31

**Day Twenty:** July 3  
TEST 4: FINAL WEDNESDAY, July 3, on chapters 27-31

**Attendance**

Since this is summer school, “life comes at you fast,” as they say, and each day is the equivalent of a week during the regular school semesters. As such, attendance is an essential part of effective class activity, and is your responsibility. Attendance is an essential part of effective class activity, and is your responsibility. Should you be unable to attend class due to illness, you are still responsible for obtaining any material or information missed. Habitual tardiness is disruptive to the class and is unacceptable. Leaving class before the end of the period is likewise disruptive; if you have a legitimate excuse for leaving before the end of class, please clear it with me before the class begins. Students who will be absent from class for the observance of a religious holiday must notify me in advance. Please refer to the college’s policy section for additional guidelines on all
attendance issues at [www.richlandcollege.edu/syllabipolicies](http://www.richlandcollege.edu/syllabipolicies). **Attendance will be taken into account in determining your final grade**, and roll will be taken to verify your presence.

**An Important Message For Those With Financial Aid**

If you are receiving financial aid grants or loans, you **must** attend the first day of class, and maintain a record of steady attendance. Do not drop classes or stop attending this class without consulting the Financial Aid Office. **Changes in your enrollment status, poor attendance, and/or failing grades may require that you repay financial aid funds!** Please refer to the college’s policy section for additional guidelines on all financial aid issues at [https://www.richlandcollege.edu/au/fastfacts/legal/pages/policies-for-syllabi.aspx](https://www.richlandcollege.edu/au/fastfacts/legal/pages/policies-for-syllabi.aspx)

**Emails**

Throughout the semester, I will be sending you periodic emails that will help assure your success in this course. Since I will be sending these to you electronically, it is crucial that your email address be **current and correct.** I will send out a test email before the first class, and for those whose emails come back as “undeliverable” for whatever reason, it will be up to **you** to submit a working address to me within a day thereafter.

You will likewise be sending me emails from time to time, which I will be glad to answer if I know who they are from—something that at least half the time I haven’t a clue about because whoever sends them doesn’t identify themselves in the email. **Here’s the email rule: when you send me an email, identify yourself with your first and last name, and the class and class meeting time.** Your email should go something like this: “This is Bob Smith from your 1302 9:30 class, and I have a question about chapter 3,” etc. With umpteen classes with numerous folks in them, sending me one without mentioning who you are or where you are from gives me a 1 in 120 chance this semester of sending an answer back to you, which are odds I wouldn’t bet the farm on, if you get my drift.

**Employing The “Virtual Campus”**

Despite all the hoopla over the “paperless office,” I will be using some good, old-fashioned paper handouts from time to time. That said, we will also be employing Richland’s computer-based eCampus for several important class enhancements that will prove helpful during your historical journey. The eCampus link for your web browser is [http://ecampus.dcccd.edu](http://ecampus.dcccd.edu). First-timers will set their log-in and password to get things up and running, and old-timers already know the drill. **First-timers be sure to read the first-time login instructions that appear below the log-in boxes.** Everyone should familiarize themselves with the navigation doodads at the course site, and take it for a test drive as soon as possible. I would suggest that you bookmark it on your browser bar, as you will probably visit it each day to get the lecture notes. Speaking of that, here is what you can expect to find on the 1302-85001 site:

**THE TEXT OF DAILY LECTURES.** Because I use PowerPoint to drive lecture content, I will make available the text of **every day’s lecture** on this eCampus site. Students have employed this feature with great effect in the past to bolster their own in-
class notes, and I highly recommend it to improve test scores. You can read them as a screen display, or download them to your computer and run print versions. These are accessed via the “Lectures” button on your screen menu. If you do not have PowerPoint on your computer, you can go to www.microsoft.com/downloads and download a free “PowerPoint Viewer” application to view and print the slides. A tip; those who want to download and print these lecture slides should set their printer to print 6 slides per page to save on paper and printer ink!

STUDY GUIDES. A study guide for each test module is also posted on this site via the “Study Guides” button on the screen menu. These study guides are closely keyed to each test, and include a veritable who’s-who of terms, concepts, chronologies, and maps that will most assuredly make their weary way to test day in some form or another. Think of these study guides as your “roadmap to success”…

CONNECT and eBook RESOURCES. The price of your printed textbook also includes a coded card packed with the book, granting you access to a whole suite of nifty study and research resources, practice quizzes, maps, and interactive stuff keyed to the textbook’s chapters—all accessible via the McGraw-Hill Higher Education icon that you access by pressing the “Tools” button on the lefthand side of your eCampus Blackboard button row. While these are not required coursework, you may find them helpful in your study strategy. For those of you who hate the tactile feel of paper, there’s even an electronic copy of the textbook, which you can access on your laptop whilst lying on the beach (assuming that a nearby palm tree has wi-fi).

TUNE INTO YOUR AUDIOBOOK! The CONNECT card code also allows you access to a full audiobook of the entire text included for you to download to any MP-3 compatible device.

THERE’S A WHOLE TOOLBOX FULL OF GREAT RESOURCES TO SUPERCHARGE YOUR SUCCESS. Located in eCampus are three buttons on the control panel titled “Student Resources,” “Online Tutoring,” and “Google Translate.” Tucked in the Student Resources feature is a vast assortment of resources available here on campus that offer a wide variety of academic and social services. The Online Tutoring button makes available a variety of tutoring services that cover not only history, but also a great writing lab, a fun history “crash course” and tutoring on general study skills and tactics. Google Translate is a powerful linguistic tool that offers ESL scholars a full-featured translation tool in a wide range of languages.

Grades

The course will include FOUR tests per semester EACH consisting of questions worth a TOTAL OF 100 POINTS. I will be offering extra credit questions on most tests that may boost the score of exceptional students even higher than 100 points on a given test. In that case, those points will STILL count toward fulfilling a mythical (and quite attainable) 400 point total “perfect score.” Regardless, the extra credit points you earn will go toward your overall point total for the semester just like any other correct answer, so they are a nice plus to study for. Your final grade will be based on the percentages below of the sum total of your test score points (remember, it is based on a 400-point TOTAL for the semester). These tests will consist of an assortment of multiple choice, matching, maps, and short answer questions.
Each of the four tests consists of two parts: 1) a written part that we will take in class on test day and 2) a multiple choice test taken online in eCampus. You will take the eCampus portion on the same day as the written test, but since it will be online, you will be able to take it on any computer and on a much more flexible schedule during the day. You will also be participating in the Richland Virtual Oral History Project that you will do outside of class. This project is a History-Department-wide requirement for completing this course, and each student will be expected to complete an oral history project, where you will be doing “bottomline” history by interviewing and recording the reminiscences of an individual who lived through one of several significant events in our nation’s ongoing history. You have been furnished with a handy “kit” on the course eCampus site to assist you in your interview, and you will be producing a digital recording of the interview and a written reflection piece on your work as a part of the required project.

All grades will be posted in your personal gradebook on your 1302-85001 eCampus course site and accessible via your computer pretty much 24/7.

Test grades and final grade will be computed as follows:

- **A** = 90%-100% (360+ total points out of 400)
- **B** = 80%-89% (320-359 total)
- **C** = 70%-79% (280-319 total)
- **D** = 60%-69% (240-279 total)
- **F** = 0%-59% (under 240 total points)

While it is my earnest hope that no one has to do this, students wishing to withdraw from the course must do so in a timely manner to avoid an “F,” so please be aware of the deadlines for withdrawal published in the school catalog, or check with the registrar. **If you are unable to complete this course, it is your responsibility to formally withdraw.** Withdrawal request must be received in the Registrar’s Office by **June 25**. Failure to do so will result in 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.

**A Word About Tests**

It seems that whenever tests are given, some poor scholars seem to be struck by plagues of Biblical proportions that keep them from showing up on the appointed day. Tests also seem to send elderly relatives to hospitals (or to even worse fates) at an alarming rate, and even pets and inanimate things like automobiles seem to be subject to various disasters on test day as well. Perhaps it is the realization that their beloved student hasn’t studied that redlines loved ones, disables transportation devices, or causes the test-taker to contract a malady so exotic that the CDC can’t even develop a vaccine for it. Whatever it is, the creativity employed in hatching up excuses why folks fail to show up to take tests frequently indicates that a great deal of brain power which might have been employed in studying for the exam has been expended in trying to weasel an extra day or two to cram, or worse, to get one’s pards to recap the test for them. Perhaps the government should administer a few history tests to pesky terrorist types and their nefarious organizations; judging from the dire effects test days seem to bring on, the international war on terror would be over in short order.
Here is my policy on missed tests: (1) **you must call me on the day of the test** at 972-238-6121 and report that you will not be able to take the test and why. If I am not there, you must leave a number on the recorder for me to return your call. **FAILURE TO DO SO MAY RESULT IN DISQUALIFICATION FROM TAKING THE MAKEUP TEST.** (2) Unless there are extraordinary circumstances, you will have to take the makeup test **prior to the next class session.** This will be administered at the Richland Testing Center, where the test will be held in a file under my name. (3) **You are only allowed to take one makeup test per semester.** After that, any additional “trips to the well” without a truly dire circumstance will result in a point-penalty assessed against that particular test’s final grade.

**Academic Honesty**

Scholastic dishonesty is a violation of the Code of Student Conduct, and will result in your dismissal from the class. 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 on cheating, plagiarism, and related subjects published in the DCCCD Catalog at [https://www.richlandcollege.edu/au/fastfacts/legal/pages/policies-for-syllabi.aspx](https://www.richlandcollege.edu/au/fastfacts/legal/pages/policies-for-syllabi.aspx).

**Cell Phones And Other Electronic Marvels**

Despite the widely-held belief that these infernal devices are a necessity for daily life on this planet, our forebears somehow got along without them, and while this class is in session, so shall we. **Be certain all cell phones are turned off** (that also includes not putting them on “vibrate”) before class begins, unless you want me to be the one who answers it when its ringing disrupts things. **ANY CELL PHONES OR COMPUTERS FOUND TURNED ON DURING A TEST WILL BE CONSIDERED AS GROUNDS FOR CHEATING.** And lastly, anyone who dashes out in the middle of class to answer a cell phone call need not bother to return to that day’s class when their conversation is over, either, since I will assume something THAT important precludes their desire to display common courtesy to myself and their fellow classmates, and will expect them to “hit the road” for the rest of the class period. Taking notes on a laptop computer is fine, but don’t let me catch you playing “battleship,” “solitaire,” or other such claptrap on it when you should be pondering weighty historical issues.

**And Last But Not Least: The Go-To Guide To All Things Richland**

Curious about “concealed carry?” Wondering what the heck Title IX is? Stressing out over the “Six Drop Rule,” the “Three Drop Rule” (or even if you SHOULD drop in the first place!)? And how about tutoring and academic advising?? No worries, the following link will prove a veritable Virtual Guru in sleuthing out school policy answers to help assure your success as a student here at Richland:

Disclaimer
I reserve the right to amend this syllabus as necessary, given the fact that a quick glance at
the history of the world shows that nothing is a 100% certain thing!