United States History II
This is a Texas Common Course Number. This is a Core Curriculum course selected by the colleges of DCCCD.

**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.

**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 exams industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in the 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.

**Core Objectives:** These skills are introduced and reinforced throughout the core curriculum.
- Critical Thinking Skills - include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills - include effective development, interpretation and expression of ideas through written, oral and visual communication
- Personal Responsibility - include the ability to connect choices, actions and consequences to ethical decision-making
- Social Responsibility - 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.
Course Materials

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Combo ISBN includes the Volume 2 text and the printed access card:

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<thead>
<tr>
<th>MHID</th>
<th>ISBN</th>
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<tbody>
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<td>1260729281</td>
<td>9781260729283</td>
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Print standalone access card ISBN:

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<tr>
<td>1260727963</td>
<td>9781260727968</td>
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Course Grading:

<table>
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<tr>
<th>Activity</th>
<th>Percent of Grade</th>
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<tbody>
<tr>
<td>Participation</td>
<td>5%</td>
</tr>
<tr>
<td>Classroom Assignments</td>
<td>15%</td>
</tr>
<tr>
<td>Essays (2)</td>
<td>25%</td>
</tr>
<tr>
<td>Midterm</td>
<td>25%</td>
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<tr>
<td>Final Exam</td>
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Grading Range:

A= 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 0-59%

First off, let me point out that this percentage distribution can change at any time, for any reason. I will warn you if it does. Secondly, if I am feeling particularly generous, opportunities for extra credit may arise.

With that being said, let me talk about some of these assignments: I know that these are scary terms. “Essays,” for example – simply terrifying. In an idealistic attempt to get you to actually read the book (as opposed to letting it sit open in the background of your computer while you Facebook, or using it as an expensive paperweight), I will be giving classroom assignments over the chapters. These assignments will be relatively short, and they will be multiple choice. They will require the textbook, and fair warning – Google will NOT be particularly helpful with the assignments!

The essays will be discussed in greater detail when they are assigned. One will be based on the textbook, while the other will not be limited to the text. An important note about essays: they have a specific due date. Late papers will receive grade deductions in the amount of 5 points per day. For example: you turn in your first essay 3 days late – you get an automatic -15 points. PLEASE don’t turn in late papers, I really dislike marking a paper down for reasons outside of content!
Grade Questions and Postings: If a student has a question about grades, it is required that the student meet with the professor during office hours or by appointment only to discuss grade concerns. Please note that the instructor can only disclose grades to the student. Please consult FERPA. Family Educational Rights and Privacy Act (http://www2.ed.gov/policy/gen/guid/fpc/policy/ferpa/index.html) Final grades will be computed on the basis of a numerical average of your test less penalties for excessive absences on eCampus and eConnect. Grades reports are not mailed. It is the student’s responsibility to access their grades online. Grades are available throughout the semester on eCampus. Final grades are accessible at the end of the semester with your student identification number by logging in to eConnect at http://econnect.dcccd.edu. Once final grades are submitted, students will have 24 hours to notify instructor grade issues.

Attendance Policy

Attendance: If you miss more than 3 classes in a row without notifying me of some sort of extenuating circumstances, your grade will begin to drop by an entire letter for every additional day you miss. If your 4th class is missed after the drop date, you will receive an automatic F for the course.

I do not allow makeup exams unless you provide documentation showing you had a legitimate reason for missing the exam. If a student is unable to complete the course(s) in which he/she is registered, it is the student's responsibility to withdraw from the course by the appropriate date. The instructor cannot initiate the drop process. If the student stops attending class but does not officially withdraw, he/she will receive a performance grade, usually a grade of F.

Let me repeat this for emphasis: if you don’t wish to continue the class, YOU must drop from the course or you will probably fail.

Drop Date: July 30th.

Classroom Policies/Student

Classroom Policies/Student Responsibilities:
As I would like my students to hang on my every word, I will not tolerate chatter during my lecture. Please don’t interrupt myself or your fellow students, and please remember to act like the mature adults that you are. In other words, even if you disagree with someone in the class, please do so in a respectful manner. Tolerate other’s opinions, and they will do the same for you.

I DO NOT want to see cell phones, iPads, tablets, or laptops in my class unless you are using them to take notes. If that is the case, please inform me before class starts that that is your preferred method of taking notes. If I suspect you are Facebooking, tweeting, Snapchatting, Instagramming, or even googling your own name, I will ask to see your notes. If I am unsatisfied, I will not let you use the electronic device again. As someone who is involved in a number of group messages myself, I know how distracting they can be; however, please refrain from involving yourself in them while in class.

If you arrive late or must leave class early, I expect you to move in a stealthy manner. In addition, I WILL notice if you make it a habit, and your participation grade will go down.

In your papers and email correspondence, I expect you to use real words. Essays and emails are not limited to 140 characters. If you fill emails with internet slang and acronyms (example: lol, btw, js), I will neither read nor respond.

I may also add general classroom policies on the fly, should the need arise; just because I don’t have an expressly written rule in the syllabus does not mean I won’t have to add one later.

Students with Disabilities: If you have a disability that requires accommodation, please let me know as soon as possible.
A Note on Plagiarism…
Plagiarism (or “cheating,” as it is more commonly known) is unacceptable. Any student caught plagiarizing will receive an automatic “F.” 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. 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.

In addition, let it be known that I can detect plagiarized papers from a mile away. And I ABHOR plagiarism. You want to avoid turning me into a nightmare of anger? NO CHEATING.

Student Academic Progress

Students are encouraged to discuss academic goals and degree completion with their instructors. Specific advising is available throughout the semester from academic advisors and career specialists. Check http://richlandcollege.edu/admissions and http://richlandcollege.edu/advising for more details.

Institutional Policies

Instructors reserve the right to amend a syllabus as necessary.