History Course Syllabus
Richland College Spring 2020

Course # - Section #: HIST 1302 – 83011
Office Hours: see “Start Here” in course website
Time: T/H 9:30 – 10:50 a.m.
Location: RLC (TBA)

Instructor: Prof. David Robison  Office: Crocket, C208
Email: davidrobison@dcccd.edu  Phone: (214) 890-3856
School of Social Sciences & Wellness
Crockett Hall #243  (972) 238-6230


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**United States History II** - (3 Credit Hours - Lecture) This is a Texas Common Course Number.
Coordinating Board Academic Approval Number 5401025125

**Prerequisite Required** - College level ready in Reading.

**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. U.S. History II examines industrialization, immigration, world wars, the Great Depression, Cold War, and post-Cold War eras. Themes that may be addressed 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.

**Course Objectives and Competencies** - History 1302 is a part of the Core Curriculum and addresses the following Exemplary Educational Objectives and Core Curriculum Intellectual Competencies as set forth by the Texas Higher Education Coordinating Board: “Analysis and interpretation of the past from the perspective of the present, by engaging and synthesizing historical documents, evidence, and the interpretations of leading historians.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.”

**Learning Outcomes** - Upon successful completion of this course, students will:
1. Create an argument using 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 Objectives** - These skills are introduced and reinforced throughout the core curriculum.
- Critical Thinking Skills - creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills - effective development, interpretation and expression of ideas through written, oral and visual communication
- Personal Responsibility - the ability to connect choices, actions and consequences to ethical decision-making
- Social Responsibility - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
**CLASSROOM GUIDELINES:**
1. Set mobile phones to "silent" mode.
2. Be an active and civil* participant in class discussions.
3. All actions/behaviors should be pertinent to class and student achievement.
4. No food. Drinks are allowed unless they prove distracting.
5. Laptop computers or recording devices may be used with instructor's permission.

*Civility – It is typical for us to discuss ideas and concepts that some may consider controversial because they are tied to strongly held beliefs. The free exchange of ideas that is critical to our pursuits is dependent upon exercising the utmost respect for everyone. It is appropriate to agree to disagree with those who hold viewpoints different than our own as we engage in mature academic discussions.

**Attendance / Tardiness** - Attendance is taken each class session. Punctuality is expected; tardiness is not appropriate. Discuss your situation with the instructor if you have extenuating circumstances that makes punctuality difficult or impossible; unexplained chronic tardiness is not acceptable. In-class assignments require student participation. Regular attendance is essential to student success.

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**ASSIGNMENTS & ASSESSMENTS:**

<table>
<thead>
<tr>
<th>Evaluation Categories</th>
<th>How Many</th>
<th>Course Composite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read <em>Smart Book</em> Chapters</td>
<td>15</td>
<td>25%</td>
</tr>
<tr>
<td>In-Class Assignments</td>
<td>varies</td>
<td>30%</td>
</tr>
<tr>
<td>Analytical Essays</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Written Responses</td>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>Group Presentation (Final Exam Week)</td>
<td>1</td>
<td>5%</td>
</tr>
</tbody>
</table>

**Course Score Composite:** scores of each category are averaged, multiplied by their respective percentage, and the added together. (The “Course Grading Scale” is on the last page.)

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*Smart Book Reading Assignments* - These are completed through the McGraw-Hill Connect software, which can be accessed through this course’s Blackboard website. The *Smart Book* online interactive textbook ensures student comprehension of the material within the reading assignments. The five lowest recorded scores are dropped.

*In-Class Assignments* - These can take various forms—pop quizzes, in-class written work, participation in a group presentation, participation in a class or group discussion, etc. The emphasis is focused on students being present for and actively engaged in the class activities on a given day. This work CANNOT be made up if a student is absent. The three lowest scores in this category are dropped.

*Analytical Essays* - These are formal papers that require considerable research and development of an effective argument. Detailed instructions for each assignment are found on the Blackboard website in a folder titled, *Assignments*. The lowest score in this category is dropped.

*Written Responses* - Students write brief responses to articles provided by the instructor that are taken from periodicals, journals, primary sources, etc. Most of these have an element of class participation tied to them, which means regular attendance is important to your grade. Detailed instructions for each assignment are found on the Blackboard website in a folder titled, *Assignments*. The lowest score in this category is dropped.
**Final Exam Group Presentation** - Building on the other assignments of the course, student groups engage in a debate style discussion in which they present and defend an argument using historical evidence. Detailed instructions are provided on the Blackboard website in a folder titled, *Assignments.*

**Email Requirements** - Be judicious about your use of email—make sure that you have used the provided resources (syllabus, course calendar, your classmate connections, etc.) before contacting the professor. Abuse of email can slow response times for other students.

Efficient and effective communication is of great importance. By following these guidelines, students ensure a more timely and accurate response. Click this link for [detailed professional email guidelines](#).

- **When e-mailing the instructor, put the following information in the subject line:** your last name, first name, course # and section #.
  
  Example: in an e-mail message sent by a student named, César Ydrobo, the subject line would include: **César Ydrobo, HIST 1302 – 83011**

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

  Prof. Robison
  
  *Use a professional (respectful) greeting.*

  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.

  Respectfully,
  
  Sue Jones
  
  *Always use a closing—at the very least, your name.*

- **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.)

**Communication is Golden** – If a problem occurs, talking with your instructor is almost ALWAYS the most important thing a student can do—especially if you can discuss the matter BEFORE the due date. If the due date has passed, timeliness becomes crucial. Talk to (or email) your instructor at the earliest possible opportunity. Even if the problem was the result of student error, discussing the matter will help with finding a solution that has the least negative impact on your course average. Face to face communication is best, but if you can’t get to the professor’s office during the scheduled office hours, send an email message that explains the essential details of the situation and request a meeting time that fits your schedule—provide 2-3 specific dates with the time(s) you are available on those days.

**Due Dates** - Assignments (printed out) are due in class upon the instructor’s request. If you know you will be absent on the date an assignment is due, students may avoid losing points for late work by submitting their work via email or as a hard copy slipped under the instructor’s office door prior to the start of class. Deductions for late submissions are made at the instructor’s discretion, but generally it’s 10 points per calendar day.
Submitting Work Via Email - I do not print out assignments attached to email messages. If you send an assignment to me in an email message, you must also submit a printed copy later as soon as you are able to do so. Sending the assignment by email prior to the due date helps you earn all of the possible points. However, if you only submit the assignment by email and never provide a hard copy, it will be as if you never submitted the assignment.

Work Submitted Before Due Date Because Unplanned Absence - If you are sick or have a personal emergency, notify the instructor before class and submit work via email to avoid late penalty deductions. Then provide a hard copy at your earliest convenience.

Late Assignments - Grade deductions are calculated based on how many calendar days (not class days) have passed since the due date. Submitting a late assignment as an email attachment will minimize the late penalty, but you must still submit a hard copy.

Requesting an alternative date to submit an assignment - All verbal requests require written (email) follow-up verification by the student.

Technology

Internet Connection - When completing any kind of online assessment for this course, it is the responsibility of each student to ensure that he/she is using a consistently reliable internet connection. “Reliable” means you are using a laptop or desktop computer that is hard wired to an internet connection, rather than a Wi-Fi connection that can be “lost” far too easily. If a student chooses to use a different type of internet connection, then the student is responsible for any problems that may occur while completing the required work of the course. The instructor is under no obligation to “fix” problems that result from choices made by the student.

Accessing the Course on Your Smart Phone - Technology allows us to do many things, but it is not flawless. Checking information and downloading documents with your phone may work. Receiving and sending email messages usually works. However, you are strongly cautioned—do not take quizzes or email assignments with your smart phone. Blackboard is not smartphone friendly for these tasks and you will not be granted deadline waivers or exam re-takes because of technology glitches caused by incompatibility between the Course website and your smartphone. Even some tablets do not work well. Use a laptop or desktop computer.

Technology & Due Dates - Expecting technology to work perfectly all the time is unrealistic. Waiting until due dates are close at hand is a very risky thing to do. Technical problems do not equal a free pass. Complete 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.
**Grade Questions and Postings:** Students may access their grades online throughout the semester on e-Campus. Final grades are accessible at the end of the term. Once submitted, students have 24 hours to notify the instructor by e-mail* of any grade questions or issues. *(Due to FERPA, inquiries must be made through a Richland College-issued e-mail account.)

<table>
<thead>
<tr>
<th>Course Grading Scale:</th>
<th>80 – 89 = B</th>
<th>60 – 69 = D</th>
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<tbody>
<tr>
<td>90 – 100 = A</td>
<td>70 – 79 = C</td>
<td>0 – 59 = F</td>
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**Student Success**

**Attendance & Academic Progress:** In order to be successful, students must attend and participate in enrolled classes. Students are also STRONGLY encouraged to discuss academic goals and degree completion with an Academic Advisor in the Advising Center located in Thunderduck Hall, T-162-L. Specific advising is available throughout the semester to help you choose the right courses for your degree program. Check [www.richlandcollege.edu/advising](http://www.richlandcollege.edu/advising) for more details.

**DCCCD / Richland College Institutional Policies** relating to this course can be accessed from the following link: [www.richlandcollege.edu/syllabipolicies](http://www.richlandcollege.edu/syllabipolicies)

Topics found there include: Student Success (Academic Advising & Degree Planning; Tutoring; Students With Disabilities; Cheating; Plagiarism & Collusion; Student Survey of Instruction; Religious & Ethnic Holiday Observance; Harassment, Discrimination, & Sexual Misconduct), Students Receiving Financial Aid (Attendance and Participation; Withdrawing From Classes), Class Drop and Repeat Options (Withdrawal Policy; Six Drop Rule; Repeating a Course and Third Drop Rule), In Case of a Campus Emergency, Concealed Carry & Weapons, Syllabus Change Disclaimer

**Extra Credit** - None. Students’ grades are meant to be the result of their performance on the course assignments. Because extra credit is something that can only help a student’s grade, it creates a dishonest representation of academic progress in a course. Although some instructors feel they are helping students by offering it, extra credit is really a disservice. It provides a short-term benefit, but also creates an unintended long-term problem. In addition to artificially inflating grades, students are left with unrealistic expectations of what they will experience when they pursue their bachelor’s degree.

Rather than offering the “quick fix” of extra credit, it is better to prepare students to succeed based on their own merit—and that means making sure that they can do the work that is needed to succeed at this level. Sometimes that means students will not do as well as they hoped or may even fail a course and need to retake it. But, in doing that, students learn what they need to do to achieve a successful outcome and are better prepared for what comes next.

**Syllabus Updates and/or Changes** - The instructor reserves the right to amend the syllabus as necessary. Changes announced in class are effective at that time, though they will also be made known to the students through the Course Announcements in the e-Campus course website.
# Course Calendar - HIST1302-81006 Robison

**Connect Smart Book Readings** – listed by when that chapter discussion begins

**Written Responses** – listed on their due date.*

**Analytical Essays** – listed on their due date.*

*Completion or submission is at the start of class unless otherwise written in an emailed Course Announcement.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Aug. 26</td>
<td>Intro. – Course / Learning / Textbook</td>
</tr>
<tr>
<td>Aug. 28</td>
<td>Ch. 15 - Reconstruction &amp; The New South: Johnson / Black Codes / Tenancy / Radicals / Grant / “Redeemers” / Jim Crow</td>
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<tr>
<td>Sept. 2</td>
<td>Labor Day Holiday – No Class</td>
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<tr>
<td>Sept. 4</td>
<td>Ch. 16 - Conquest of the Far West: Hispanics &amp; Chinese / Cowboys, Miners, &amp; Indians / The Western Farmer</td>
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<tr>
<td>Sept. 9</td>
<td>Ch. 16 continued</td>
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<tr>
<td>Sept. 11</td>
<td>Ch. 17 - Industrial Supremacy: Technology / Capitalism / Unionization &amp; Strikes</td>
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<tr>
<td>Sept. 16</td>
<td><strong>Written Response 1,</strong> Ch. 18 - The Age of the City: Growth / Problems / Mass Consumption / Leisure</td>
</tr>
<tr>
<td>Sept. 18</td>
<td>Ch. 18 continued</td>
</tr>
<tr>
<td>Sept. 23</td>
<td>Ch. 19 - From Crisis to Empire: Panic of 1893 / Imperialism / Spanish-American War</td>
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<tr>
<td>Sept. 25</td>
<td>Ch. 20 - The Progressives: Muckrakers / Settlement Houses / Suffrage / Western Progressives &amp; Other Reform Movements</td>
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<tr>
<td>Sept. 30</td>
<td><strong>Written Response 2,</strong> Ch. 21 - America &amp; The Great War: Roosevelt / Panama Canal / “$ Diplomacy” / Wilson’s War &amp; 14 Points / The Red Scare</td>
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<tr>
<td>Oct. 2</td>
<td>Ch. 21 continued</td>
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<tr>
<td>Oct. 7</td>
<td>Ch. 22 - The New Era: Economy / Culture / Prohibition / Fundamentalism / Harding &amp; Coolidge</td>
</tr>
<tr>
<td>Oct. 9</td>
<td>Ch. 23 - The Great Depression: Stock Market / Cultural Change / Hoover</td>
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<tr>
<td>Oct. 14</td>
<td>Ch. 24 - The New Deal Era: Recovery &amp; Relief / Social Security / Isolationism / the “Forgotten”</td>
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<tr>
<td>Oct. 16</td>
<td>Ch. 24 continued</td>
</tr>
<tr>
<td>Oct. 21</td>
<td><strong>Analytical Essay 1,</strong> Ch. 25 - America in a World at War: Economy / Holocaust / Japanese-Americans’ Internment / V-Day</td>
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<tr>
<td>Oct. 23</td>
<td>Ch. 25 continued</td>
</tr>
<tr>
<td>Oct. 28</td>
<td>Ch. 26 - The Cold War: Marshall Plan / NATO / China / Korean War / McCarthyism</td>
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<tr>
<td>Oct. 30</td>
<td>Ch. 26 continued</td>
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</tbody>
</table>
Nov. 4  
*Written Response 3*, Ch. 27 - The Affluent Society: Baby Boomers / Rock ‘n Roll / Science & Tech / Eisenhower

Nov. 6  
Ch. 27 continued

Nov. 11  
Ch. 28 - The Turbulent Sixties: Civil Rights / Kennedy / LBJ & the Great Society / Vietnam

Nov. 13  
Ch. 28 continued

Nov. 14  
*Last Day to Withdraw From a 16-Week Course*

Nov. 18  
*Written Response 4*, Ch. 29 - The Crisis of Authority: Minority & Women’s Rights / Environmentalism / Watergate

Nov. 20  
Ch. 29 continued

Nov. 25  
Ch. 30: From “Age of Limits” to Age of Reagan: New Conservativism / Waning Cold War

Nov. 27  
Ch. 30 continued / Reagan / Iran-Contra / AIDS / Bush / Kuwait / Cold War Ends

Nov. 28-Dec. 1  
*Thanksgiving Break*

Dec. 2  
*Analytical Essay 2*, Ch. 31 - The Age of Globalization: Clinton to Trump / Internet / 9-11 / Same-Sex Marriage

Dec. 4  
Ch. 31 continued

Exam Week  
*Group Debates during Exam time slot*

The instructor reserves the right to amend the syllabus as necessary. Changes announced in class are effective at that time although they may be re-iterated in a subsequent Announcement e-mail through E-Campus.