United States History 1302 Syllabus
Richland College

Instructor Information
Name:
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Office Hours: To be announced
Division Office and Phone: Social Sciences and Wellness C-243 and 972-238-6230

Course Information
Course Title: United States History
Course Number: HIST 1302
Section Number: 83881, 83991, 83992
Semester/Year: Spring 2020
Credit Hours: 3
Class Meeting Time/Location: T R 08:15AM - 09:55AM/Harmony Innovation, T R
11:32AM - 12:56PM and 1:00PM - 02:25PM/ Brighter Horizons
Certification Date: 02/01/2020
Last Day to Withdraw: 04/03/2020

Course Prerequisites
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
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. (3 Lec.)

**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.

**Texas Core Objectives**

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 activities you engage in will give you the opportunity to practice two or more of the following core competencies:

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. **Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4. **Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
5. **Personal Responsibility** - to include the ability to connect choices, actions, and consequences to ethical decision-making
6. **Social Responsibility** - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

**Required Course Materials**

1. Spiral Notebook
2. Binder
3. Folder with brads
Note: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Graded Work
The tables below provide a summary of the graded work in this course and an explanation of how your final course grade will be calculated.

Summary of Graded Work

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>1 @ 100 points</td>
<td>100 points</td>
</tr>
<tr>
<td>DBQs</td>
<td>10 @ 50 points each</td>
<td>500 points</td>
</tr>
<tr>
<td>Class Discussions &amp; Discussion Sheets</td>
<td>4 @ 25 points each</td>
<td>100 points</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>1 @ 100 points each</td>
<td>100 points</td>
</tr>
<tr>
<td>Portfolio</td>
<td>1 @ 100 points</td>
<td>100 points</td>
</tr>
<tr>
<td>Project</td>
<td>1 @ 100 points</td>
<td>100 points</td>
</tr>
</tbody>
</table>

**TOTAL: 1,000 points**

Final Grade

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentages</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>900-1,000</td>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>800-899</td>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>700-799</td>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>600-699</td>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>0-599</td>
<td>0-59%</td>
<td>F</td>
</tr>
</tbody>
</table>

Description of Graded Work

**Exam:** There will be 2 exams in this course. Test will be 5 short answer questions and will require you to be specific in your answers within a 15 minute time limit. Exams will be administered in class on the scheduled test days.
**DBQs:** Document-based question. For each DBQ, students will analyze 6-8 primary source excerpts and images for characteristics such as author’s point of view, the author's purpose, the audience, and context. Students will make connections between the documents and bring in outside knowledge to strengthen the argument. Lastly, students will create a strong thesis and support that thesis with the aid of the documents provided.

**Class Discussions & Discussion Sheets:** You will be assigned reading as homework. Students will come up with their own thoughts, questions, and insights which will be introduced in the class discussion. Students will complete a discussion sheet prior to the class discussion. You will need to hand in the discussion sheet at the beginning of class. The sheet needs to consist of three parts, typed, on a single page:
1. **Summary:** Write a one-paragraph summary of the reading in complete sentences, making sure to include the main argument in the reading.
2. **Evaluation:** Write a paragraph in which you react to the reading. Some questions to consider: Was it useful? In what ways did it make you think? Please do not simply answer each question. Write a complete paragraph about the article as if you were writing to a friend to describe whether the article helped you to learn.
3. **Connection:** Write a paragraph relating what you learned from the reading to what is going on in American society today (current events). Specifically focus on comparison, causation, continuity and change.

**Portfolio:** A portfolio is a collection of items organized in a folder with brads. By collecting this information throughout the course, you can recognize the improvement in your skills and abilities. Your portfolio must include:
1. Create a table of contents for your projected portfolio
2. 10 DBQs including primary source analysis and thesis statements
3. 4 Class Discussion Sheets
4. 1 page Reflection Essay. You will reflect on what you have learned and accomplished in History 1302 course. Format: Times New Roman. 12pt font. Double space

**Project:** This is an open-ended project. You will pick a topic that was covered in the semester. You must find a way to present the material using your talents and interests. The project must take you a minimal of 4 hours to complete. You will present your project to the class.

**Attendance and Your Final Grade**
You cannot gain much from this course unless you attend class, thus attendance is required. Attendance will be taken everyday. You are expected to attend class and be
there on time. If you arrive late it is your responsibility to let me know you are present. Should you need to miss a class or leave early, you must come talk to me. If you miss a class period, it is your responsibility to obtain handouts (from the instructor) and notes (from a fellow student).

**Late Work Policy**
Assignments are expected to be completed by due date.

**Other Course Policies**

**Academic Honesty**: Students are expected to do their own work on all graded material submitted for all course requirements. Students who knowingly use, or attempt to use, another person’s work as though such work were their own, and of students suspected of permitting, or attempting to permit, another student to use their work, will be given an “F” for the work.

**Leaving Class**: Bathroom breaks are the primary reason to leave class, and the visits should be infrequent and brief. You must ask permission before leaving the class to go to the restroom. Any other reason for leaving class is discouraged but may be discussed and considered in advance. If you are held over from another class for an academic reason, you must bring a signed note explaining your tardiness.

**Institutional Policies**
Institutional Policies relating to this course can be accessed using the link below. These policies include information about tutoring, Disabilities Services, class drop and repeat options, Title IX, and more.

[Richland Institutional Policies](http://www.richlandcollege.edu/syllabipolicies)

**Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and Reconstruction</td>
<td>Readings: Page 360 Southern Blacks Ask For Help Assignments: None</td>
</tr>
<tr>
<td>2</td>
<td>Westerward Expansion and Industrial Revolution</td>
<td>Readings: A foot in Two Worlds: The Life and Times of Quahada Parker page T-20 to T-22 Assignments: DBQ 1</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Readings &amp; Assignments</td>
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<tr>
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<td>-------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>Assignments:DBQ 2 &amp; Class Discussion 1</td>
</tr>
</tbody>
</table>
| 4    | American Imperialism         | Readings: Texas and the Spanish American War pages T-34-36  
Assignments: Test 1 |
| 5    | Progressive Era              | Readings: The Progressive Era in Texas pages T-43-45  
Assignments: DBQ 3 |
| 6    | World War I                  | Readings: None  
Assignments: DBQ 4 |
| 7    | Roaring 1920s                | Readings: When Texas Women T-60 to T-61  
Assignments: Mid-Term & Class Discussion 2 |
| 8    | Spring Break                 | Readings:  
Assignments: |
| 9    | Great Depression & New Deal  | Readings: White Rock Lake T-75 to T-78  
Assignments:DBQ 5 |
| 10   | World War II                 | Readings: None  
Assignments:DBQ 6 |
| 11   | Cold War and Science         | Readings: T-85 to T-88, T-144 to T-146  
Assignments:DBQ 7 |
| 12   | Civil Rights Movements       | Readings: T-110 to T-113  
Assignments:DBQ 8 & Class Discussion 3 |
| 13   | Vietnam                      | Readings: T-138 to 143  
Assignments:DBQ 9 |
| 14   | Reagan and End of the Cold War | Readings: None  
Assignments:DBQ 10 |
| 15   | Globalization                | Readings: None  
Assignments: Class Discussion 4 |
| 16   | Finals                       | Readings: None  
Assignments: Portfolio and Project |