TEXTBOOKS:

(1.) AMERICA: A NARRATIVE HISTORY—DAVID EMORY SHI AND GEORGE BROWN TINDALL (W. W. NORTON & COMPANY, INC.—10TH EDITION
(2.) AMERICAN PERSPECTIVES: READINGS IN AMERICAN HISTORY VOL. 2 (PEARSON CUSTOM PUBLISHING)—3RD EDITION
(3.) BOOK APPROVED BY PROFESSOR FOR BOOK REVIEW

COURSE DESCRIPTION:

History 1302 is a general survey course of the history of the United States since Reconstruction, including industrialization, reform movements, emergence of the United States as a world power, participation in World Wars I and II, as well as other foreign and domestic developments leading to the present. This course will detail the growth of the United States from 1865 and include a multicultural perspective. By the end of the course, the student will have developed and practiced critical thinking, reading and communication skills to aid in study habits, test-taking skills, and information synthesis.

GENERAL INFORMATION:

a. Regular attendance is important! It is the student’s responsibility to officially withdraw from the course should such action be required. The last day to withdraw with an automatic grade of W is _______________. Failure to withdraw will result in a grade of F for the course.

b. Under no circumstances will the use of cell phones be tolerated in class! In the case of a personal matter necessitating contact, place your phone on vibrate before entering class. Failure to do so by anyone will result in all students beginning their test at minus ten points. This rule covers all tests this semester.

c. All students are required to attend class regularly. Students are allowed no more than three excused absences before the lowering of a grade by one letter grade. It is imperative to make friends with fellow classmates, exchange phone numbers, and establish contacts so that you can find out what was missed if you are absent from class.

d. Students will be evaluated on the basis of four examinations and four to five quizzes. The tests reflect assigned readings, lecture material, discussions, and
related class activities. Study guides are optional and left to the discretion of the Instructor for students use in preparation for exams. The following grading scale will be used in evaluating each student:

90-100-A, 80-89-B, 70-79-C, 60-69-D, and 59, or below-F

GRADING PERCENTAGES:
EXAM 1---20%, EXAM 2---20%, EXAM 3---20%, EXAM 4---20%
QUIZZES---15%, ATTENDANCE---5%
NOTE: ACADEMIC CHEATING VIOLATES HOUSTON COMMUNITY COLLEGE SYSTEM POLICY AND MAY RESULT IN THE ASSIGNMENT OF A COURSE GRADE OF “F”!

e. No phones and dictionaries will be allowed in class on exam day.

EXAMINATION SCHEDULE

EXAMINATION 1______________-CHAPTERS 16-19
EXAMINATION 2______________-CHAPTERS 20-23
EXAMINATION 3______________-CHAPTERS 24-27
EXAMINATION 4______________-CHAPTERS 28-31

f. All assignments are due on the assigned date. They will not be accepted a day late. Any missed test will not be made up unless accompanied by a verifiable excuse (funeral program, doctor reference, etc.). No excuse means an “F” for the exam. To not show up for the final exam will result in a course grade of “F” for the semester. In the event a quiz is missed, the same rules also apply.

g. Talking and text messaging will not be permitted during the lecture period! If you must socialize, do not come to class.

h. Students who repeat a course three or more times may soon face significant tuition/fee increases at HCC and other Texas public colleges and universities. Please ask your instructor/counselor about opportunities for tutoring/other assistance if you are not receiving passing grades, or considering withdrawing from the course.

i. Services to Students with Disabilities- Any student with a documented disability (e.g. physical, learning, psychiatric, visual, hearing, etc.) must arrange reasonable accommodations through the DISABILITY SUPPORT SERVICES OFFICE at the beginning of each semester. The faculty is authorized to provide only the accommodations requested by this office. It is the policy and practice of
HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to http://www.hccs.edu/district/students/disability-services/

j. Title IX of The Education Amendments of 1972
Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students’ rights with regard to sex/gender discrimination. Information regarding these rights are on the HCC website under Students Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance. It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations.
Log in to www.edurisksolutions.org Sign in using your HCC student e-mail account, then go to the button at the top right that says Login and enter your student number.

k. At HCC the safety of our students, staff, and faculty is our first priority. As of August 1, 2017, Houston Community College is subject to the Campus Carry Law (SB11 2015). For more information, visit the HCC Campus Carry web page at www.hccs.edu/district/departments/police/campus-carry/

l. Food and Housing Security- Any student facing challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable us to provide any resources that HCC may possess.

m. Academic Honesty- Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by instructors, department chairs, and/or instructional deans against a student accused of scholastic dishonesty.

n. EGLS3 (Evaluation for Greater Learning Student Survey System)- At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time near the end of the term, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Go to www.hccs.edu/egls3 for directions.

SPECIFIC OBJECTIVES:
After reading the textbook and completing the assigned topics, the student should be able to:

1. Describe the differences between the Conservative and Radical views on the process of Reconstruction.
2. Evaluate the role played by Blacks during Reconstruction.
3. Identify the scandals of the Grant Administration.
4. Evaluate the movement of Blacks to counteract racial segregation in the U.S. after 1877 (include Black leaders and major U.S. Supreme Court cases).
5. Discuss the reasons for the rapid industrial development of the U.S. in the 19th century (include industrial leaders).
6. Discuss classical economics and the theories of Charles Darwin and demonstrate how they were used to justify and defend capitalism.
7. Evaluate the specific accomplishments of the Progressive Movement at the local, state, and national level.
8. Assess the United States’ role in World War I.
9. Discuss the Red Scare and how resurgent racial unrest was also linked to war.
10. Compare and contrast the Harding and Coolidge Administrations. Discuss the Hoover Administration, the Great Depression, and the New Deal.
11. Analyze the outbreak and cause of WWII and post-war domestic affairs.
12. Discuss the rapid success of the 1950s in the U.S., the Cold War, the Asian Dilemma, the beginnings of the Civil Rights Movement.
13. Compare and contrast the Kennedy and Johnson Administrations, the escalation of the Vietnam War, and the Civil Rights Movement.
14. Discuss the Nixon Administration (Watergate and the Vietnam War) and the Ford Administration.
15. Evaluate the Carter Administration, the Iran Crisis, and the swing towards conservatism with the Election of 1980 and Ronald Reagan.
16. Discuss the Election of 1984 and 1988, the Bush Administration, the end of the Cold War, Election of 1992, and domestic issues of the early 1990s.
18. Discuss the role of America in the world of the 21st century under the leadership of George W. Bush.
19. Review the election of President of Barack Obama.

BOOK REVIEW—ARTICLE CRITIQUE

Students of History 1302 are required to do two book reviews, or three article critiques. A handout on how to do the book review will be included with the syllabus. The reports must include the following:
1. 3 double-spaced typed pages, 12 font, an inch margin, and Arial, or Roman Times font style.
2. A cover sheet listing the book (article) title, author, student’s name, and time the student attends class.
3. The report will be due on___________.

MUSEUM VISITS

Students of History 1302 are to visit the **Buffalo Soldiers National Museum, the Holocaust Museum-Houston, and the African American Library at the Gregory School** and show proof of attendance. A paper composed of **six double-spaced typed pages** will cover all three venues. The paper will include the origin/mission of each site and points of historical interest to the student. Do not make a “list” of these points, but focus on something from each and elaborate on why you found the exhibit/topic thought provoking.

1. Buffalo Soldiers National Museum—3816 Caroline Street: Students will attend this museum as a lecture/class day.
2. Holocaust Museum-Houston—5401 Caroline Street: Students are to visit on their own time. It is open 9am-5pm Mon-Fri--10:00am-5pm Sat--12:00pm-5pm Sun
3. The African American Library at the Gregory School—1300 Victor Street (Entrance/Parking on Cleveland Street): Students are to visit on their own time 10am-6pm Mon-Thurs--10am-5pm Sat---**Closed Sun and Fri**

HOW TO WRITE BOOK REVIEWS/ARTICLE CRITIQUES

One goal of book reviews/article critiques is to set for clearly and succinctly who would benefit from reading the work in question. It follows that a good review indicates the scope of the book/article, identifies its point of view, summarizes its main conclusions, evaluates its use of evidence, and—where possible—compares the book/article with others on the subject.

*The worst habit is summarizing not book's/article’s argument, but its contents.

*Your primary responsibility is to tell the reader what this study has to say that is fresh, or interesting.

*So you need to remind yourself as forcefully as possible that your job is to **review** the book/article and **not the subject** of the book/article. Is the book/article in firm command of the available evidence (this requires you to read the footnotes)? Does the author have something new to say about his/her subject?
To begin the critiques, you will need the author’s thesis statement. I will be happy to assist you in finding it. The author usually tells the reader his/her purpose for writing the book/article in the preface or the introduction.

Remember, all books must be approved by me before the beginning the assignment.