



**Division of Liberal Arts, Humanities, and Education
History Department**

<https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/history/>

HIST 1302: United States History II | Lecture | #1445454

Summer 2021 | 5 Weeks (06.07.2021-07.11.2021)

In-Person | San Jacinto 159 | M-Th 8 a.m.-10:15 a.m.

3 Credit Hours | 48 hours per semester

Instructor Contact Information

Instructor:	Clayton Kahan Lust	Office Phone:	713-718-5781
Office:	TBD	Office Hours:	M-Th 10:30-11:30 a.m.
HCC Email:	clayton.kahan@hccs.edu	Office Location:	San Jacinto Building

Instructor's Preferred Method of Contact

My preferred method of contact is via email – it is imperative that you use your HCCS email, as non-hccs.edu emails *may* get filtered out by the system. I will respond to emails within 24 hours Monday through Friday; I will reply to weekend messages on Monday mornings.

What's Exciting About This Course

The United States has undergone tremendous change since the Civil War and Reconstruction. While the U.S. has seen the rise of large corporations, become a military and industrial power, and indeed a global force, this has not been accomplished without tremendous conflict, both at home and abroad. There was a true revolution, as the United States transformed itself, the way it viewed itself, and indeed the way the world viewed the U.S.. What we will find, is that the more history we know, the less surprised we are. This survey of U.S. history will show that while the actions and actors change, there are broad themes that remain constant.

My Personal Welcome

I am a firm believer that we can learn from the study of the past. History teaches us nothing, historians do. And by being an attentive, participatory, engaged student, one can learn not just “what” happened and how we as people understand what happened in the past –we can see what worked, what didn't, and how we might approach similar problems in the present and the future. Learning is a process – it's not about what you know already, it's about the knowledge and understanding you gain.

Eagle Online Canvas Learning Management System

This section of HIST 1302 will use Eagle Online Canvas (<https://eagleonline.hccs.edu>) to supplement in-class assignments, exams, and activities. I will post grades in Eagle as well as the power points, lecture videos, and ALL documents that I ask you to read. Additionally, I will use Eagle for class announcements as well as keeping you informed about potential campus learning activities

NOTE – as this is an in person class, I will NOT be posting the power points in advance of class, they will be posted as we complete them.

HCC Online Information and Policies

Here is the link to information about HCC Online classes including the required Online Orientation for all fully online classes: <http://www.hccs.edu/online/>

Eagle Online Canvas Gradebook Notice

The gradebook tool in Canvas may not accurately reflect your current or final course grade. Consult your syllabus and your assignment grades to calculate your course grade and speak with the professor if you have questions.

Instructional Materials

All assigned books are required – there is no “optional” material

Textbook Information

Foner, Eric, *Give Me Liberty! An American Story*, vol. 2, Seagull 6th Edition (textbook)

Various, *American Perspectives*, vol. 2 (you already have access to this via Canvas)

Argersinger, Jo Ann E., *The Triangle Fire: A Brief History with Documents*. ISN – 9780312464525

King, Jr. Martin Luther, *Why We Can't Wait*. ISBN – 9780451527530.

You will also need to purchase three (3) blue examination books (or “Blue Books”) and turn them in to me no later than June 11.

Tutoring

HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the HCC Tutoring Services website for services provided.

Libraries

The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines, newspapers, and audiovisual materials. The portal to all libraries’ resources and services is the HCCS library web page at <http://library.hccs.edu>

Supplemental Instruction

Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer Support is provided by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. Find details at <http://www.hccs.edu/resources-for/current-students/supplemental-instruction/>

Course Overview

HIST 1302 is 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.

Core Curriculum Objectives (CCOs)

HIST 1302 satisfies an American History requirement in the HCCS core curriculum. History courses

- Critical Thinking Skills—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- Communication Skills—to include effective development, interpretation and expression of ideas through written, oral and visual communication.
- Personal Responsibility—to include the ability to connect choices, actions, and consequences to ethical decision-making.
- Social Responsibility—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Program Student Learning Outcomes (PSLOs)

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 Student Learning Outcomes (CSLOs)

Upon successful completion of this course, students will be able to:

1. Explain the features of the Gilded Age and the issues on society, culture, and politics
2. Summarize Industrialism and Urbanization
3. Analyze the New South and Jim Crow
4. Explain Populism and Progressivism
5. Identify the causes and effects of WWI and the US
6. Discuss America between the wars
7. Identify the causes of WW2 and the Cold War
8. Discuss Post-war America at home
9. Discuss Post-modern America

Student Success

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content. Additional time will be required for written assignments. The assignments provided will help you use your study hours wisely. Successful completion of this course requires a combination of the following:

- Reading the textbook
- Attending class in person and/or online
- Completing assignments
- Participating in class activities

There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as your guide.

Instructor and Student Responsibilities

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through learner-centered instructional techniques

- Provide a description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness, and make up
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

As a student, it is your responsibility to:

- Attend class in person and/or online
- Participate actively by reviewing course material, interacting with classmates, and responding promptly in your communication with me
- Read and comprehend the textbook
- Complete the required assignments and exams
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts, and all assignments
- Be aware of and comply with academic honesty policies in the HCCS Student Handbook

Assignments, Exams, and Activities

Assignments

2 mid term exams, worth 15% each, 40% total; 1 final exam worth 20%; 2 book tests worth 10% each; four reader quizzes from *American Perspectives* worth 5 % each, 20% total. The remaining 10% of your grade is comprised of what we will loosely call "course participation" – it will include what I refer to as "free writes" (which we will discuss in class); "eye openers," and pop quizzes. All of the "participation assignments will be grouped together, averaged, and will make up that final 10%.

They will be comprised as follows:

Midterms and final – part multiple choice, part short answer, and an essay. ALL questions will be drawn from lecture material.

Book Tests – essay format drawn from *The Triangle Fire: A Brief History with Documents* and *Why We Can't Wait*. The questions I ask are designed to test that a) you read and b) you understood what you read.

Reader quizzes – these are short answer quizzes drawn from the e-reader *American Perspectives* (accessed via canvas). Just like the book tests, these are designed to see that you did the reading, that's it.

Grading Formula

Here is an example of how your grade is calculated – it's very simple math:

Reader Quiz 1 – 85 * .05 (or 5%)	= 4.25
Reader Quiz 2 – 90 * .05	= 4.5
Reader Quiz 3 – 100 * .05	= 5
Reader Quiz 4 – 100 * .05	= 5
Argersinger test – 90 * .10 (or 10%)	= 9
King test – 80 * .10	= 8
Course partic./pop quizzes 100 * .10 (or 10%)	= 10
Mid-term 1 – 85 * .15 (or 15%)	= 12.75
Mid-term 2 – 76 * .15	= 11.4
Final exam – 90 * .20	= 18
<u>total of all assignments (100%)</u>	<u>= 87.9/100</u>

A = 90 and above B = 80-89 C=70-79 D=60-69 F= 59 and below

Dates:

Reader Quiz 1 – June 10
 Reader Quiz 2 – June 17
 Reader Quiz 3 – June 24
 Reader Quiz 4 – July 1
 Final Exam – July 8

Mid-term 1 – June 16
 Mid-term 2 – June 28
 Argersinger test – June 21
 King test – July 7

Course Calendar

WEEK ONE/ June 7-10	ASSIGNMENT/READING
Course Introduction Reconstruction The US in 1877 Disputed Election of 1876 The South as an economic colony Segregation and disfranchisement Conquest of the West Defeat of Plains Indians The triumph of corporations The US becomes a world power America at the turn of the 20 th Century The Rise of Big Business	Read text topically. Begin reading <i>The Triangle Fire</i> (complete by June 21) American Perspectives: Atlanta Exposition Address (pp 73-75); WEB DuBois Denounces Washington's Accommodationist Policies (pp 76-80); The Omaha Platform of the People's Party (pp 140-141); The Crime of Poverty (pp 7-9)
WEEK TWO/ June 14-17	
20 th century revolutions Progressive America Creating the activist state World War I The First Red Scare The Cultural Civil Wars of the 1920s The Stock Market Crash and the causes of the Great Depression	Read text topically. American Perspectives: Revolution in Texas (pp 274 –304)
WEEK THREE/June 21-24	
The New Deal and FDR's Disputed Legacy Hitler, Nazism, and the Holocaust World War II and Isolationism Transformation of the Homefront War in Europe and in Asia The Dawn of the Atomic Age Origins of the Cold War Containment	Read Text topically. American Perspectives: Every Man a King (pp 328-332); Great Depression and New Deal Era Amendments (pp 335-337) Finish reading <i>The Triangle Fire</i> by 6/21; begin reading <i>Why We Can't Wait</i> – finish by July 7.
WEEK FOUR/ June 28-July 1	

<p>The Korean War The 2nd Red Scare and the Cold War Homefront Vietnam and its impact Civil Rights Movements JFK and LBJ Struggles for rights Watergate</p>	<p>Read Text topically</p> <p>American Perspectives: SNCC Position Paper (pp 476-478); The Watts Riot (pp 492-495); Stonewall (520-524)</p>
<p>WEEK FIVE/ July 5-8</p>	
<p>America in Decline? Rise of Globalization and America’s new role Reagan legacy and the end of the Cold War The Clinton Years” The Significance of 9/11 Wars on terror and a glimpse into the future catch up Finals</p>	<p>Read Text topically</p> <p>Finish reading <i>Why We Can’t Wait</i> by 7/7</p>

Syllabus Modifications

The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

Instructor's Practices and Procedures

Missed Assignments

I will do my absolute best to provide you with clear instructions and expectations along the way. I will begin class promptly, starting with attendance and moving into lectures or discussion for the day. When assignments are turned in, I will return them to you with one week (7 days) of completion

Missed Assignments/Exams

There are no makeups in this class except in cases of **DIRE, DOCUMENTED, EMERGENCIES**. This means that you must provide me with written verification of a verifiable emergency, FROM A PROFESSIONAL, regarding why you were unable to complete the assignment in the time provided. Simply missing a quiz or test does not entitle one to a makeup. Issues such as oversleeping, non-acute illnesses, or forgetfulness similarly do not entitle one to a makeup. **Documentation must be provided within five (5) days of the missed assignment.**

If you are granted a makeup it is up to you to complete the makeup within an agreed upon time frame.

*****NOTE – IF YOU MISS AN EXAM/TEST/QUIZ AND FAIL TO PROVIDE DOCUMENTATION, YOU FORFEIT ALL EXTRA CREDIT OPPORTUNITIES.*****

Academic Dishonesty, Plagiarism, Cheating

Plagiarism, cheating, and other forms of academic dishonesty are prohibited by HCCS policy. Plagiarism is the use of the ideas or words of another person (either in whole or in part) without crediting the source. Plagiarism amounts to the theft of another person's work and its appropriation as one's own. Students are also prohibited from self-plagiarism or turning in work for one class in another class. Cheating involves fraud and deception for the purpose of violating legitimate testing rules. Cheating includes but is not limited to: copying from another student's test paper, using materials not authorized by the instructor during an exam; collaborating with another student during an exam; knowingly using, buying, selling, etc. whole or part of an un-administered test. Any questions about academic dishonesty should be referred to the Student Conduct section of the College System catalogue. Students caught violating standards of academic honesty will be given an F for the assignment and may be given an F for the course.

Here's the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance):

<http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/>

Attendance Procedures

Class attendance is expected and per course policy is mandatory. Attendance will be taken at the beginning of each class. If you are late (which means you came in AFTER I called your name) you will be counted as absent unless you speak to me at the end of class. Students are permitted THREE free absences, where there is no grade penalty. Following a third absence, a student will lose one point from their final semester grade for each of the additional absences. Students who maintain perfect attendance will receive a 3-point bonus on the final course grade. While HCC may (and I stress may) administratively drop you if you miss more than six hours of in-class time at the start of the semester, deciding not to attend class will NOT result in my dropping you. If you wish to drop the class it is SOLELY your responsibility to do so.

If you stop attending classes after the "Last day to withdraw":

- Academic consequence – grade of **"FX"** (same impact on your GPA as an "F")
 - Financial consequence – required to repay all or a portion of your financial aid
- **Future financial aid eligibility may be affected no matter when you withdraw.*

THE LAST DAY TO WITHDRAW WITHOUT A GRADE IS JUNE 28, 2021

Student Conduct

When you come to class you must be ready and prepared to take notes – you will NOT do well in this course if you do not take notes, period. Whether you take them on a laptop/tablet or the old-fashioned pen and paper route is immaterial to me, but you MUST take notes. There is also to be no sleeping, reading other materials, doing homework for other classes or anything that is not class related.

Instructor's Course-Specific Information (As Needed)

All in class assignments will be completed in blue or black ink. Pencil use will not be permitted on these assignments. If you come to an exam without a pen, I will provide you with one (which you WILL return).

Electronic Devices

Students may use laptops, tablets, or other digital input device for the SOLE purpose of taking notes, unless otherwise directed by the course instructor. It is understood by the student (YOU) that you are not to surf the net, chat, stream videos, broadcast video, etc. Any use except for note taking is prohibited, period. Using your device for any other purpose, except where EXPRESSLY permitted by the course instructor will result in your losing the privilege of using the device for the remainder of the semester.

CELL PHONES – unless a student has spoken to me in advance and received my expressed permission to keep their cell phone audible and accessible, cell phones are to be placed on silent AND PUT AWAY FOR THE ENTIRETY OF CLASS. If a phone goes off audibly in class, the offender will be asked to leave for the remainder of the class period. If a second phone goes off, I will leave class and we will pick up in the next class wherever I would have finished. So don't do it!

HCC Policies

Here's the link to the HCC Student Handbook <http://www.hccs.edu/resources-for/current-students/student-handbook/> In it you will find information about the following :

Academic Information	Student Life at HCC
Incomplete Grades	Electronic Devices
Academic Support	Student Rights and Responsibilities
International Student Services	Equal Educational Opportunity
Attendance, Repeating Courses, and Withdrawal	Student Services
Health Awareness	Financial Aid TV (FATV)
Career Planning and Job Search	Testing
Libraries/Bookstore	General Student Complaints
Childcare	Transfer Planning
Police Services & Campus Safety	Grade of FX
disAbility Support Services	Veteran Services

EGLS3

The EGLS3 (Evaluation for Greater Learning Student Survey System) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS3 surveys are only available for the Fall and Spring semesters. EGLS3 surveys are not offered during the Summer semester due to logistical constraints.

<http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/>

Campus Carry Link

Here's the link to the HCC information about Campus Carry:

<http://www.hccs.edu/departments/police/campus-carry/>

HCC Email Policy

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go to HCC Eagle ID and activate it now. You may also use Canvas Inbox to communicate.

Housing and Food Assistance for Students

Any student who faces challenges securing their foods or housing and believes this may affect their performance in the course is urged to contact the Dean of Students at their college for support. Furthermore, please notify the professor if you are comfortable in doing so.

This will enable HCC to provide any resources that HCC may possess.

Office of Institutional Equity

Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement (<http://www.hccs.edu/departments/institutional-equity/>)

Social Justice Statement

Houston Community College is committed to furthering the cause of social justice in our community and beyond. HCC does not discriminate on the basis of race, color, religion, sex, gender identity and expression, national origin, age, disability, sexual orientation, or veteran status. I fully support that commitment and, as such, will work to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. In this course, we share in the creation and maintenance of a positive and safe learning environment. Part of this process includes acknowledging and embracing the differences among us in order to establish and reinforce that each one of us matters. I appreciate your suggestions about how to best maintain this environment of respect. If you experience any type of discrimination, please contact me and/or the Office of Institutional Equity at 713-718-8271

disAbility Services

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. 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/support-services/disability-services/>

Title IX

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross
Director EEO/Compliance
Office of Institutional Equity & Diversity
3100 Main
(713) 718-8271
Houston, TX 77266-7517 or Institutional.Equity@hccs.edu

<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/>

History Department Chair Contact Information

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