



**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  
CRN#'s 13340, 13341, 13342, 13343, 20183**

Spring 2020 | 15 Weeks (1.27.2020-5.17.2020)

In-Person | Dual Credit | Katy High School

3 Credit Hours | 48 hours per semester

**Instructor Contact Information**

Instructor: Rebecca Lacquey

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HCC Email: [rebecca.lacquey@hccs.edu](mailto:rebecca.lacquey@hccs.edu)

Office Phone: 281-237-1872

Office Hours: Enrichment; or by Appt.

Office Location: Katy High School

**Instructor's Preferred Method of Contact**

Please contact me via HCC Canvas or HCC e-mail. I will respond to e-mails within 24 hours Monday through Friday; I will typically reply to weekend messages on Monday mornings.

**What's Exciting About This Course**

This course is designed to encourage you to ponder, question, and appreciate our country's past. This history class is not just about dates. Instead, it's about the people and groups who have influenced our past. We will investigate these individuals/groups through a variety of lenses (themes) and explore what lessons our unique history has to offer us as we navigate the present. Your study of history will help sharpen your analytical skills, teach you to gather and sort information, and gain knowledge that will help you navigate later in life.

**My Personal Welcome**

Welcome to American History 1302! This is my 20<sup>th</sup> year at Katy High School, and 11<sup>th</sup> year teaching Dual Credit U.S. History. My goal is to have you leave my course with an appreciation for history. If you need anything, please just ask. I am here to help you succeed!

**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.

The Canvas course will include modules for each unit. Unit modules may include class assignments, textbook quizzes, and reference material. Please make sure you access it often to ensure you keep up with assignment deadlines.

**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**

You will receive a packet for each unit. Please make sure you bring that packet with you to each class meeting.

### **Textbook Information**

#### **Required Textbook:**


 *America: A Narrative History* by: David Emory Shi and George Brown Tindall. Brief 10th Edition. ISBN – 978-0-393-28910-7.

*\*Purchase from the HCC bookstore or through online venue*

#### **Other Text(s) Reader**

 *American Perspectives: Readings in American History, Volume II (from 1877), 6<sup>th</sup> edition.*

#### **Other Text(s) Required Monograph: Purchase from Amazon/online venue/Bookstore**

 *Destiny of the Republic: A Tale of Madness, Medicine and the Murder of a President* by Candice Millard. ISBN: 9780767929714

#### **Other Readings**

Various articles and primary source readings will be used in addition to the textbook/e-reader. Sources will be provided and listed whenever used.

#### **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**

### **Grading Formula**

Individual assignment grades will not be visible in the Katyisd online grading system. Therefore, it is advised that each student keep up with their own grades. Students will be given a variety of assignments throughout the course. Those assignments may be written, oral, individual, and/or group based. Refer to HCC Canvas for your current grades.

Category/Percentage of Grade	Assignment Type
<b>Major Exams—50%</b>	<b>4 Tests:</b> All Tests will have a minimum of 50% Writing
<b>Mini Research assignments-10%</b>	*Product with written response
<b>Quizzes-10%</b>	Padeia Seminars/Chapter Reading Quizzes/DLA
<b>Monograph Response Project-15%</b>	Response Essay for Required Monograph
<b>Online Discussions-10%</b>	Primary & Secondary Source Analysis (Some activities may require research)
<b>Other Assignments/Class Participation-5%</b>	Daily class work and/or small Homework Assignments

### **Major Exams**

Exams will cover 2 or more chapters from the textbook and may include multiple choice, other objective formats, essay, short answer, and/or identifications. The only question type that you may receive in advance is an essay prompt. Use the reviews in your packet to help you prepare for exams!

**Course Calendar**

Course Official Start Date: January 27

Last Day to Withdraw April 6

Course Official End Date: May 17<sup>th</sup>

Week	Topic
1	<b>The West, Gilded Age</b> Txt: Ch 17-19 <i>Reader: The Dawes Act of 1887 (Ch. 3); Farmers Describe the Crisis (Ch. 4); The Omaha Platform (Ch. 4); The Homestead Strike (Ch. 1); The Chinese Exclusion Act (Ch. 1)</i> <i>*Canvas Quiz Ch 17-19</i>
2	<b>Progressives</b> Txt: Ch 21 <i>Reader: The Atlanta Exposition Address (Ch. 2); Du Bois Denounces Accommodation (Ch. 2); How the Other Half Lives (Excerpts) (Ch. 5); The Jungle (Excerpts) (Ch. 5); The Triangle Shirtwaist Factory Fire (Ch. 5); Progressive Era Amendments (Ch. 5)</i> <i>*Gilded Age Monument Paper</i>
3	<b>Imperialism</b> Txt: Ch 20 <i>Reader: Albert Beveridge Defends U.S. Imperialism (Ch. 6); The T. Roosevelt Corollary (Ch. 6)</i> <i>*Canvas Quiz Ch 20 &amp; 22; Reader Source Analysis Canvas Discussion #1</i>
4	<b>WWI</b> Txt: Ch 22 <i>Reader: The 14 Points (Ch. 7)</i> <i>*Exam 1: The West - WWI</i>
5	<b>1920's</b> Txt: Ch 22 <i>Reader: 18<sup>th</sup> and 19<sup>th</sup> Amendments (Ch. 7)</i> <i>*Destiny of the Republic Book Paper; Canvas Quiz Ch 23-25; 1920's Class Discussion</i>
6	<b>1920's/1930's</b> Txt: Ch 23-24
	Spring Break
7	<b>Great Depression/WWII</b> Txt: Ch 26 <i>Reader: The Atlantic Charter (Ch. 9); Executive Order 9066 (Ch. 9)</i> <i>*Canvas Quiz Ch 26&amp;27; Choice Podcast Response Paper</i>
8	<b>The Early Cold War</b> Txt: Ch 27 <i>Reader: The Truman Doctrine (Ch. 10); NSC-68 (Ch. 10)</i> <i>*Exam 2: 1920's to Early Cold War</i>
9	<b>1950's &amp; 1960's</b> Txt: Ch 28, 29 <i>Reader: The Southern Manifesto (Ch. 11); Letter from a Birmingham Jail (Ch. 11);</i> <i>*Class Discussion; Reader Source Analysis Canvas Discussion #2</i>
10	<b>Civil Rights/Vietnam</b> Txt: Ch 30 <i>Reader: The Ballot or the Bullet (Ch. 12); The Tonkin Gulf Resolution (Ch. 12)</i> <i>*Canvas Quiz: Ch 28-29</i>
11	<b>1970's &amp; 1980's</b> Txt: Ch 31 <i>Reader: The Crisis of Confidence Speech (Ch.12); Reagan's "Evil Empire" Speech (Ch. 12)</i>
12	<b>1990's &amp; Beyond</b> Txt: Ch 32 <i>Reader: "We Have Some Planes" (Ch 13)</i> <i>*Exam 3: 1950's to 1980's ; 9/11 Canvas Discussion</i>
13	STAAR & Final Review week
14 & 15	Review/STAAR/Final Exam/Semester Ends

## **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**

You are expected to turn in all of your work ON TIME. Late work will not be accepted for regular in class assignments past a week after assignment is due. All other grade assessments turned in late cannot receive a grade higher than a 75. The penalties for turning in such assignments past the due date are minus 25 points for the first day late, and 10 additional points for every day thereafter. Failure to keep up with assignments could result in a student being dropped from the course.

### **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**

Attendance is important to your success in this class. Attendance will be taken every day. HCC does not recognize excused or unexcused absences: an absence is an absence. Katy ISD school trips will be considered absences by HCCS. According to HCCS policy, "the student may be dropped from a course for excessive absences." If you miss class as a result of illness or family emergency, you must bring a blue slip from the attendance office indicating an excused absence (remember that the College does not recognize excused or unexcused absences), thus allowing you **TWO DAYS** to make up assignments. Failure to do so will result in a zero for missed assignments.

**\*\* Tests or quizzes may be taken prior to an absence related to a KHS school activity (Discuss with Mrs. Lacquey). Assignments due on the day of the absence must be turned in before the absence or a late work penalty may be assessed.**

*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.**

## **Student Conduct**

Your **participation** in class **is** both **mandatory** and necessary. Participation is NOT just physically showing up to class. It means making a meaningful contribution to discussions and class activities by asking and answering questions, offering constructive opinions, actively working with the material and on assignments, listening, and helping to create a comfortable learning environment.

**Students are prohibited from engaging in any form of behavior that detracts from the learning experience.** Inappropriate behavior will not be tolerated. Examples include: using a cell phone or other unapproved electronic device, excessive disruption, excessive tardiness, making offensive remarks or disrespectful comments to the teacher or other students, prolonged chattering, sleeping, disrupting lecture, etc.

## **Electronic Devices**

**Telecommunication Devices are not allowed out in class** unless I tell you otherwise. Disciplinary action may be administered to students who fail to keep their telecommunication devices put away in their bag, purses, or class "parking lot"

## **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/>)

### **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](mailto: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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