



HCC Southeast Campus
HIST 1302: U.S. History Since 1877
SPRING 2019; TTH: 12:30 to 1:50 PM
Felix Morales Building, Room 302
CRN: 15019
3 HCCS Credit Hours
16 Week Course/Lecture

Professor Samantha Rodriguez
Office Hours: Southeast, MW 1:30 to 2:30 PM & By Appointment
Email: Through Eagle Online Canvas

COURSE DESCRIPTION AND OVERVIEW:

This course examines the people, places, cultures, and movements that have shaped the United States since 1877. We will go beyond memorizing facts to critically assessing how major events in U.S. history shaped and transformed the lives of diverse ethnic groups and marginalized communities. Themes addressed throughout the class include: culture, race, civil and human rights, gender, technological change, economic change, class, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and U.S. foreign policy. This class will incorporate various methods of learning including lectures, group discussions, primary source workshops, and multimedia. By the end of the semester, you will have a deeper understanding of U.S. history and possess critical thinking, reading, and writing skills that will benefit you in your future endeavors.

CORE OBJECTIVES:

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principals of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

COURSE PREREQUISITES: Enrollment in or successful completion of English 1301.

COURSE OBJECTIVES FOR HISTORY:

1. **Critically Thinking Skills:** to include creative thinking, innovation, inquiry and analysis, evaluation, and synthesis of information.
2. **Communication Skills:** to include effective written, oral, and visual communication.
3. **Social Responsibility:** to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
4. **Personal Responsibility:** to include the ability to connect choices, actions, and consequences to ethncial decision-making guidelines.

PROGRAM LEARNING OBJECTIVES (PLO):

1. Students will be able to create and argument through the use of historical evidence (Analytical Take-home Paper Assignment).
2. Students will be able to analyze and interpret primary and secondary sources (Class and Group Discussions).
3. Students will be able to analyze the effects of historical, social, political, economic, cultural, and global forces on this period in history (Essay Section of Exams and Book Essay).
4. Students will understand the importance of chronology and how earlier ideas and events shaped later events (Short Answer Identification on Exams).

STUDENT LEARNING OBJECTIVES (SLO):

1. Explain the features of the Gilded Age and the issues on society, culture, and politics.
2. Summarize Industrialization 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 U.S.
6. Discuss America between the wars.
7. Identify the causes of WWII and the Cold War.
8. Discuss Post-war America at home.
9. Discuss Post-modern America

REQUIRED TEXTS:

1. *U.S. History Open Stax* <https://openstax.org/details/books/us-history>
2. Steven F. Lawson and Charles Payne, *Debating the Civil Rights Movement, 1945-1968*, Second Edition (Lanham, MD: Rowman and Littlefield Publishers, Inc., 2006). [ISBN: 978-0742551091].
3. Sandra Cisneros, *House on Mango Street* (New York: Vintage, 2013).

****Additional primary and secondary sources will be made available to students in class and online.**

COURSE REQUIREMENTS:

Active Participation.....	15%
In-Class Workshops.....	10%
Midterm Exam.....	15%
Analytical Paper.....	20%
Book Essay.....	15%
Final Exam.....	25%

GRADE SCALE:

A=90-100 (Exceptional work, superior in mechanics, content, and critical thinking)

B=80-89 (Above average work, superior in one or two of the areas listed above)

C=70-79 (Average quality of work, good, fulfills minimum requirements of the assignment)

D=60-69 (Below average work, noticeably weak in the areas listed above)

F=59 and below (Incomplete work, work that contains serious errors in the areas listed above)

CLASSROOM CULTURE:

We will have frequent class and group discussions. **Since we will often engage in difficult and controversial issues, it will be our collective responsibility to make sure that our classroom interactions will be respectful of the views, experiences, and expertise of others at all times.** In other words, if you expect people to listen to your ideas, you have to show respect for their ideas. **We all know more together than we do as individuals. Respectful behavior also includes:**

- listening actively and attentively
- staying awake
- arriving on time
- coming to class prepared with the appropriate texts and assignments
- doing the reading
- actively participating in discussion and group assignments
- asking questions, respectfully, of your colleagues and/or me when an idea or assignment is unclear
- using your computer/tablet for designated class and group projects
- **TURNING YOUR CELL PHONE/SMARTPHONE ON SILENT MODE BEFORE CLASS BEGINS—NO TEXTING IN CLASS.**

REASONABLE ACCOMODATIONS:

HCC strives to make all learning experiences as accessible as possible. Any Student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective college at the beginning semester. Faculty are authorized to provide only the accommodations requested by the Disability Support Services Office. For more information, please go to <http://www.hccs.edu/district/students/disability-services/>

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972:

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

HCCS AND CLASS POLICIES:

Repeating Courses: Students who repeat a course for three or more times will face significant tuition/fee increases at HCCS and other Texas public colleges and universities. To help students avoid having to drop/withdraw from any class, HCC has instituted an Early Alert process by which your professor will “alert” you and HCC Student Services of the chance that a student might fail a class because of excessive absences and/or poor academic performance. **Please visit with me, an HCC counselor, or HCC Online Student Services to learn about what, if any, HCC interventions might be offered to assist you—tutoring, child care, financial aid, job placement, etc.—to stay in class and improve your academic performance.**

Food and Housing Security: Any student who faces 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.

Tutoring Services: The HCC Tutoring Centers provide academic support by using a variety of tutoring techniques. The tutoring centers’ emphasis is on maximizing academic potential while promoting student success and retention. Tutoring for individual subjects is offered at specific times throughout the week on various campuses. **There is no need to make an appointment.** If you need a tutor, please refer to this website: www.hccs.edu/findtutor for times and locations. For more information about tutoring at HCC, please go to www.hccs.edu/district/students/tutoring.

Library Services: The HCCS Library has live and online services. **If you are in need of a tablet or a computer to complete the course essays, the library has a few available to check out.** For more information about library services, please go to http://library.hccs.edu/online_instruction/schedule.

“F” versus “FX”: Houston Community College now has two grade designations for course failure: the traditional “F,” and the new designation, “FX.” Students who complete the course but whose grade averages to a failing grade will receive the grade “F.” Students who stop attending the class and who are still enrolled in the course at the end of the semester will receive the grade “FX.” If you are a veteran receiving benefits, if you are on financial aid, if you are here in the United States on a student visa and you receive a “FX,” an investigation will result that may lead

to the loss of benefits, financial aid, and/or a student visa. Veterans and students who earn a “FX” and receive financial aid to offset the expense of going to college will be required to pay that money back.

Attendance: Attendance, preparedness, and participation are essential for your success in this course. The essay portion of the midterm exam and final exam will be based on the course lectures. When you miss class, you are still responsible for what happens in class. If you know you must be absent or if you have an emergency, let me know before class and make plans to meet with me. **Students reading newspapers or other materials not related to this class, texting, surfing the internet, sleeping, or listening to headphones will be considered mentally absent and will be asked to leave the class.**

Computer Policy: Students are required to take class notes and complete in-class assignments using a pen and paper. Computers and tablets are only allowed for designated class and group projects. If you have a disability that requires the use of a computer/tablet for class notes and in-class assignments, you must present documentation from the ADA counselor within the first week of the semester.

Scholastic Dishonesty/Plagiarism: Per HCC Policy, 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 instructional deans against a student accused of scholastic dishonesty. “Scholastic Dishonesty” includes, but is not limited to, cheating on test, plagiarism, and collusion.

Plagiarism, as well as other forms of scholastic dishonesty, will not be condoned in any assignment, exam, quiz or other submitted work. Anyone committing this offense for the first time will be given a grade zero on their assignment. In addition, that student may be reported to the Dean of Student Services through the Maxient System. A second offense will result in an automatic failure of the course. All papers turned into the instructor must be original work, written entirely by the student in their own words. Bear in mind that copying as little as one sentence constitutes as plagiarism, and will not be tolerated.

For the purposes of this course, plagiarism includes using another person’s words or ideas as your own and/or incorporating them into your own work without quotation marks (if using exact phrasing) or appropriate acknowledgment. Collusion includes any “unauthorized collaboration” with your classmates or any other students—present or past—in the completion of work that you claim as your own.

Title IX of the Education Amendments of 1972, 20 U.S.C. A§ 1681 ET. SEQ.: 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.

EGLS3 (Evaluation for Greater Learning Student Survey System): At HCCS, 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 department chairs for continual improvement of instruction. Go to www.hccs.edu/egls3 for more information.

Late Work/Make-Up Work: All out-of-class assignments are due on the date designated in the syllabus. All out-of-class work must be submitted directly via Eagle Online Canvas and to me in person. If an assignment is not submitted on time, you must request an extension, which may or may not be granted. **There will be no make-up of in-class group work and presentations.**

Eagle Online Canvas Messages: Eagle Online Canvas messages are an official mode of communication for this course. I will check my messages on Eagle Online Canvas frequently; however, unless we are planning a meeting, I may not respond to messages between 8pm and 8am or on the weekends. Also, be aware that Eagle Online Canvas messages are not a substitute for in class participation or face-to-face consultation. If you are having trouble in this course, please do not hesitate to reach out to me.

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

ASSIGNMENTS:

In-Class Workshops: We will have in-class primary and secondary source workshops followed by the lecture. Students will be placed into groups to individually and collectively critically analyze primary source documents related to the theme of the day's lecture. **Primary and secondary source workshops account for 10% of your final grade.**

Midterm: This exam will consist of an analytical essay question and short answer identifications. One week prior to the midterm, students will receive a study guide with possible essay questions and several key terms to expound upon when developing your analytical essay. The study guide will also include a list of textbook topics that will form the bases of the short answer identification section. The essay section will be based on the key terms given at the beginning of each lecture. The exam essay question will come directly from the study guide. **The midterm exam will be in class on March 5th at the beginning of class and accounts for 15% of your grade.**

Analytical Paper: Students will write a 1,250-1,500 word analytical paper. This paper must be thesis-driven and carefully proofread as well as edited for grammatical, spelling, and organizational errors. This analytical take-home paper will be evaluated for content, format, and length. I will provide you detailed instructions via Eagle Online Canvas as the due date approaches. **The analytical paper is due April 2nd and accounts for 20% of your grade.**

Book Essay: This 650-800 word book essay will be on *The House on Mango Street* by Sandra Cisneros. This essay must be thesis-driven and carefully proofread as well as edited for grammatical, spelling, and organizational errors. The book essay will be evaluated for content, format, and length. I will provide you detailed instructions via Eagle Online Canvas as the due date approaches. **The book essay is due April 18th and accounts for 15% of your grade.**

Final Exam: This exam will consist of an analytical essay question and short answer identifications. One week prior to the final, students will receive a study guide with possible essay questions and several key terms to expound upon when developing your analytical essay. The study guide will also include a list of textbook topics that will form the bases of the short answer identification section. The essay section will be based on the key terms given at the beginning of each lecture. The exam essay question will come directly from the study guide. **The final exam will be in class on May 8th at 12:00 PM and accounts for 25% of your grade.**

COURSE AND READING SCHEDULE:

DISCLAIMER: This schedule is subject to change. The instructor reserves the right to add, delete, and/or exchange readings and assignments throughout the semester. Changes to the syllabus will be announced in class and through Eagle Online Canvas.

Instructional Week 1:

1/15: Course Introduction, the Historical Method, and Student Introductions

READ: U.S. History, CH 16

1/17: Reconstruction

READ: U.S. History, CH 18

Instructional Week 2:

1/22: Big Business and Consumer Culture

READ: U.S. History, CH 17

1/24: Challenges to State and Corporate Power

READ: U.S. History, CH 19

Instructional Week 3:

1/29: Cultural and Political Turbulence

READ: U.S. History, CH 22

Official Enrollment Date: January 28th

1/31: Imperialism

Instructional Week 4:

2/5: Populism and the Progressive Era

READ: U.S. History, CH 23

2/7: World War I

READ: U.S. History, CH 24

Instructional Week 5:

2/12: All that Jazz: The 1920s

READ: U.S. History, CH 25

2/13: Hardship

READ: U.S. History, CH 27

Instructional Week 6:

2/20: **NO CLASS**

2/22: **NO CLASS**

Instructional Week 7:

2/26: Hope

PREPARE FOR THE MIDTERM

2/28: **NO CLASS**

PREPARE FOR THE MIDTERM

Instructional Week 8:

3/5: ***MIDTERM EXAM AT THE BEGINNING OF CLASS***

3/7: World War II and the Home Front

READ: U.S. History, CH 28

Instructional Week 9:

SPRING BREAK: March 11-17th

(NO CLASS)

Instructional Week 10:

3/19: **NO CLASS**

3/21: The Cold and Hot War

READ: U.S. History, CH 29

Instructional Week 11:

3/26: Domestic Dreams

READ: U.S. History, CH 12

WRITE ANALYTICAL PAPER

3/28: Atomic Nightmares

READ: U.S. History, CH 30

***HOUSE ON MANGO STREET*, pgs. 3-55.**

WRITE ANALYTICAL TAKE-HOME PAPER

Last Day to Withdraw: April 1st

Instructional Week 12:

4/2: The Vietnam War

READ: *HOUSE ON MANGO STREET*, pgs. 56-85

ANALYTICAL PAPER DUE

4/4: African American Civil Rights Movement

READ: *HOUSE ON MANGO STREET*, pgs. 56-85.

Instructional Week 13:

4/9: African American Civil Rights Movement

READ: *HOUSE ON MANGO STREET*, pgs. 86-110.

4/11: The Chicana and Chicano Movement

WRITE BOOK ESSAY

Instructional Week 14:

4/16: Indigenous/Earth Day

WRITE BOOK ESSAY

4/18: The Chicana and Chicano Movement

BOOK ESSAY DUE

Instructional Week 15:

4/23: Women & Gay Liberation Movements

4/25: The Rise of the Silent Majority and Reaganomics

PREPARE FOR FINAL EXAM

Instructional Week 16:

4/30: *Harvest of Empire*

PREPARE FOR FINAL EXAM

5/2: Cinco de Mayo

PREPARE FOR FINAL EXAM

FINAL EXAM: MAY 8th, 12:00-2:00 PM (IN-CLASS)