



**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 | #13785

Fall 2019 | 16 Weeks (8.27.2019-12.15.2019)

In-Person | Eastside Campus | TTH 12:30-1:50 PM | Felix Morales Building, Room 105
3 Credit Hours | 48 hours per semester

Instructor Contact Information

Instructor:	Samantha Rodriguez, Ph.D.	Office Phone:	713-718-7860
Office:	Angela Morales Bldg, 101.32	Office Hours:	TTH 11:00-12:00 PM & By Appointment
HCC Email:	Samantha.rodriguez@hccs.edu	Office Location:	Faculty Offices

Preferred Method of Contact

Eagle Online Canvas messages are the 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. I will respond to emails within 24 hours. Please 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.

What's Exciting About This Course

United States History II allows you to not only critically explore the ways multiple ethnic communities shaped the nation and resisted oppression, but also develop reading, writing, and thinking skills that will benefit you no matter what major you are. Moreover, history is a vehicle to understanding the present and a means to connecting to our own personal past. I look forward to hearing and reading your critical perspectives of the course material!

Personal Welcome

As a first generation Mexican American student who is among the few to hold a doctorate in their extended family, I have an insight into what it means to struggle and ultimately, achieve academic goals. My role as your instructor is to build upon the knowledge you already possess and facilitate your educational success. I look forward to getting to know you over the course of the semester.

Prerequisites and/or Co-Requisites

Students enrolled in HIST 1302 must have passed ENGL 1301 (Composition I) or co-enrolled in ENGL 1301 as a co-requisite. (Exception: Dual credit students only need to be placed into college level reading and writing.)

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. Please make sure to keep up with the announcements and the posted assignments. Moreover, Eagle Online Canvas messages are the official mode of communication in this classroom.

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.

Course Materials

Required Textbooks

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. **Christopher Carmona, *El Rinche: The Ghost Ranger of the Rio Grande* (Jade Publishing, 2018) ISBN: 978-1-949299-03-08.**

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: www.hccs.edu/district/students/tutoring.

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

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 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)

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

Course Student Learning Outcomes (CSLOs)

Upon successful completion of this course, students will:

1. Create an argument through the use of historical evidence (Analytical Paper)
2. Analyze and interpret primary and secondary sources (Class and Group Discussions)
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history (Essay Section of Exams and Book Essay)

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 textbooks
- Attending class in person
- 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
- Participate actively by reviewing course material, interacting with classmates, and responding promptly in your communication with me
- Read and comprehend the course textbooks
- 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
- Attain a raw score of at least 50% on the departmental final exam
- Be aware of and comply with academic honesty policies in the HCCS Student Handbook

Assignments, Exams, and Activities

Assignments

Active Participation (15%): Students are expected to be in attendance, ready to critically contribute to the discussions and written assignments on the course materials.

Primary Source Workshops (10%): We will have in-class primary workshops. Students will be placed into groups to individually and collectively critically analyze primary source documents related to the theme of the day's lecture.

Midterm (15%): 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 on Thursday, October 17th**

Analytical Paper (20%): 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 Tuesday, November 5th**

Book Essay (15%): This 800-1,000 word book essay will be on *El Rinche* by Christopher Carmona. 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 Thursday, November 21st**

Final Exam (25%): 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 on Thursday, December 12th at 12:00 PM**

Grading Formula

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)

Course Calendar

Instructional Week 1:

8/27: Course Introduction, the Historical Method, and Student Introductions

Optional Reading: U.S. History, CH 16

8/29: Reconstruction

Optional Reading: U.S. History, CH 18

Instructional Week 2:

9/3: 9/9: Big Business and Consumer Culture

READ: U.S. History, CH 17

9/5: Challenges to State and Corporate Power

READ: U.S. History, CH 19

Instructional Week 3:

9/10: Cultural and Political Turbulence

READ: U.S. History, CH 22

Official Enrollment Date: September 9th

9/12: Imperialism

Instructional Week 4:

9/17: **NO CLASS**

9/19: Populism and the Progressive Era

READ: U.S. History, CH 23

Instructional Week 5:

9/24: Christopher Carmona

9/26: World War I

READ: U.S. History, CH 24

Instructional Week 6:

10/1: All that Jazz: The 1920s

READ: U.S. History, CH 25

10/3: Hardship

READ: U.S. History, CH 27

Instructional Week 7:

10/8: Hope

PREPARE FOR THE MIDTERM

10/10: World War II and the Home Front

READ: U.S. History, CH 28

PREPARE FOR THE MIDTERM

Instructional Week 8:

10/15: Marisela Barrera

PREPARE FOR THE MIDTERM

10/17: ***MIDTERM AT THE BEGINNING OF CLASS***

Instructional Week 9:

10/22: The Cold and Hot War

READ: U.S. History, CH 29

10/24: Domestic Dreams

Instructional Week 10:

10/29: Atomic Nightmares

READ: U.S. History, CH 30

El Rinche, 19-66

WRITE ANALYTICAL PAPER

10/31: The Vietnam War

READ: *El Rinche, 67-111*

WRITE ANALYTICAL PAPER

Last Day to Withdraw: November 1st

Instructional Week 11:

11/5: African American Civil Rights Movement

ANALYTICAL PAPER DUE

READ: *El Rinche, 115-164*

11/7: African American Civil Rights Movement

READ: *El Rinche, 165-212*

Instructional Week 12:

11/12: The Chicana and Chicano Movement

11/14: The Chicana and Chicano Movement

WRITE BOOK ESSAY

Instructional Week 13:

11/19: The Women & Gay Liberation Movements

WRITE BOOK ESSAY

11/21: *Lakota Woman*

BOOK ESSAY DUE

Instructional Week 14:

11/26: *Lakota Woman*

11/28: **NO CLASS, HOLIDAY**

Instructional Week 15:

12/3: The Rise of the Silent Majority & Reaganomics

PREPARE FOR FINAL EXAM

12/5: *Harvest of Empire*

PREPARE FOR FINAL EXAM

Instructional Week 16:

FINAL EXAM: Thursday, December 12th at 12:00 PM

Syllabus Modifications

The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in class and via Eagle Online Canvas.

Instructor's Practices and Procedures

Missed Assignments

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. If an assignment is not submitted on time, you must request an extension. **There will be no make-up of in-class group work and presentations.**

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, preparedness, and participation are essential for your success in this course. 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.**

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.

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.**

Electronic Devices

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. **Cell phones should be put on silent mode before class begins—no texting in class. Lastly, you may not record my lectures or any portion of the class unless you have documentation from the ADA counselor requesting that you be allowed to record.**

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

History Department Chair Contact Information

Department Chair Gisela Ables, PhD
gisela.ables@hccs.edu
(713) 718-5779