



# HOUSTON COMMUNITY COLLEGE

## 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 Honors | Lecture | #13601**

Spring 2020 | 16 Weeks (1.22.2020-5.17.2020)

**Online as of 3.30.2020**

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      Virtual Office Hours: TTH 12:30-1:30 PM &  
By Appointment  
HCC Email: Samantha.rodriguez@hccs.edu      Office Location: Faculty Offices, 101

#### **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 Monday through Friday. 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.

## **Eagle Online Canvas Learning Management System**

This section of HIST 1302 will use Eagle Online Canvas (<https://eagleonline.hccs.edu>) for 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.

## **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.

## **Course Materials**

### **Required Textbooks**

1. **U.S. History OpenStax** <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](http://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)**

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 Assignments)
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history (Essay Section of Exam, Reading Response Essay, and Autoethnography and Oral History Essay)

### **Course Student Learning Outcomes (CSLOs)**

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 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
- 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 and Activities**

### **Assignments**

**Active Participation (10%):** Students are expected to be in attendance, ready to critically contribute to the discussions and written assignments on the course materials.

**Primary Source Group Workshops (15%):** 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. **Additionally, a large portion of this grade will be based on an in-class digital museum assignment.** Students will be placed in groups to critically analyze and present historical artifacts. I will provide more information on this digital museum assignment as the semester progresses.

**Autoethnography and Oral History Essay (20%):** This 1,500 word essay has two steps: a personal narrative essay will ask you to critically analyze your ethnographic background and experience with social justice (**750 words**); and an oral history component where you will interview someone about their background as well as social justice experience and compare your experience to theirs (**750 words**). This essay must

be carefully proofread as well as edited for grammatical, spelling, and organizational errors. The autoethnography narrative 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 Autoethnography is due: Wednesday, February 12<sup>th</sup> and the Oral History is due: Monday, March 9<sup>th</sup>**

**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 Wednesday, April 8<sup>th</sup>**

**Reading Response Essay (15%):** This 800-1,000 word reading response essay will be on *El Rinche* by Christopher Carmona. This essay will require you to critically respond to questions related to the themes of the book. The reading response 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 Reading Response Essay is due Wednesday, April 22<sup>nd</sup>**

**Final Exam (20%):** 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 Monday, May 11<sup>th</sup>**

### **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:**

1/22: Course Introduction, the Historical Method, and Student Introductions

**Optional Reading: U.S. History, CH 16**

#### **Instructional Week 2:**

1/27: 1/23: Reconstruction

**Optional Reading: U.S. History, CH 18**

1/29: Big Business and Consumer Culture

**READ: U.S. History, CH 17**

**Instructional Week 3:**

2/3: Challenges to State and Corporate Power

**READ: U.S. History, CH 19**

**Official Enrollment Date: February 3rd**

2/5: Cultural and Political Turbulence

**READ: U.S. History, CH 22**

**\*WRITE AUTOETHNOGRAPHY\***

**Instructional Week 4:**

2/10: Imperialism

**\*WRITE AUTOETHNOGRAPHY\***

2/12: Populism and the Progressive Era

**READ: U.S. History, CH 23**

**\*AUTOETHNOGRAPHY DUE\***

**Instructional Week 5:**

2/17: **NO CLASS (President's Day)**

2/19: World War I

**READ: U.S. History, CH 24**

**Instructional Week 6:**

2/24: All that Jazz: The 1920s

**READ: U.S. History, CH 25**

2/26: Hardship and Hope

**READ: U.S. History, CH 27**

**Instructional Week 7:**

3/2: *A Class Apart*

**\*WRITE ORAL HISTORY\***

3/4: World War II and the Home Front

**READ: U.S. History, CH 28**

**\*WRITE ORAL HISTORY\***

**Instructional Week 8:**

3/9: The Cold and Hot War

**READ: U.S. History, CH 29**

**\*ORAL HISTORY DUE\***

3/11: *Pruitt-Igoe Myth*

**Instructional Week 9:**  
**SPRING BREAK: March 16-22**  
**(NO CLASS)**

**Instructional Week 10**  
**3/23: NO CLASS**

3/25: **NO CLASS**

**Instructional Week 11:**  
3/30: Domestic Dreams and Atomic Nightmares  
**READ: U.S. History, CH 30**

4/1: The Vietnam War  
**READ: *El Rinche*, 67-111**  
**\*WRITE ANALYTICAL PAPER\***

**Last Day to Withdraw: April 6th**

**Instructional Week 12:**  
4/6: African American Civil Rights Movement  
**READ: *El Rinche*, 115-164**  
**\*WRITE ANALYTICAL PAPER\***

4/8: African American Civil Rights Movement  
**READ: *El Rinche*, 165-212**  
**\*ANALYTICAL PAPER DUE\***

**Instructional Week 13:**  
4/13: The Chicana and Chicano Movement

4/15: The Chicana and Chicano Movement  
**\*WRITE BOOK ESSAY\***

**Instructional Week 14:**  
4/20: The Women and Gay Liberation Movements  
**\*WRITE BOOK ESSAY\***

4/22: *Lakota Woman*  
**\*BOOK ESSAY DUE\***

**Instructional Week 15:**  
4/27: *Lakota Woman*

4/29: The Rise of the Silent Majority and Reaganomics  
**\*PREPARE FOR FINAL EXAM\***

## **Instructional Week 16:**

5/4: Cinco de Mayo

**\*PREPARE FOR FINAL EXAM\***

5/6: *Harvest of Empire*

**\*PREPARE FOR FINAL EXAM\***

**FINAL EXAM: MONDAY, May 11<sup>th</sup>**

## **Syllabus Modifications**

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

## **Instructor's Practices and Procedures**

### **Missed Assignments**

If you miss an assignment, you must explain why and request a make-up *in writing* through the Canvas Inbox. You will receive a score of zero for any unexplained or unexcused missed assignment.

Makeup assignments **should** be arranged by you, and you should contact me **through the Canvas Inbox** to excuse your absence due to extenuating circumstances, **no later than** the next week day after the test deadline or at the end of your emergency.

### **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 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 respect your ideas, you have to show respect for their ideas. **We all know more together than we do as individuals.**

### **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. **The official mode of communication in this course is Eagle Online Canvas messages.**

## **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**

Department Chair Gisela Ables, PhD

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(713) 718-5779