

# HIST 1302 — United States History II

## Frank Phillips College

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### General Course Information

Credit Hours: 3

General Education Core Curriculum Course

### Prerequisite

Passage of or exemption from the Reading Section of a TSI approved test or completion of INRW 0322 with a grade of C or better.

### Course Description

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.

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### Statement of Purpose

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

### Core Objectives Required for American History Courses

Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area.

Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

- **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

<b>Required Core Objective</b>	<b>Activity Related to Core Objective</b>
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a one page writing assignment answering a question relating to technology in post-Civil War America that demonstrates effective development, interpretation, and expression of ideas.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete an assignment that examines diplomacy in American history and demonstrates effective development, interpretation, and expression of ideas.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will experience visual and oral communication through various media in the classroom
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete a one page writing assignment focused on the effect of mistakes in World War I on Hitler’s rise to power while utilizing creative thinking, inquiry, analysis, and evaluation skills.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on an original research assignment of the instructor’s choice that analyzes, takes a position, and builds an intellectual fact-driven argument.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will analyze, evaluate, and synthesize an action instituted by a United States presidential administration.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete a one page writing assignment answering a question relating to choice, actions, and ethical decision making that analyzes a Supreme Court case.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete an assignment relating to choice, decision making, and consequences during the Gilded Age and the Progressive Era in which they connect their own choices, actions, and consequences.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will be evaluated using various data on attendance, tardiness, and or completed assignments to evaluate choices, actions, and consequences to the decisions made in the classroom
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete a one page writing assignment answering a question that relates to civic responsibility and engagement within social communities during the Prohibition Era.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete an assignment that examines the Women’s Movement and the social activities in America that shaped policies.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Students will complete an assignment that examines foundational principles and civic responsibility from Roosevelt’s New Deal policies.

## Learning Outcomes

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:

## Methods of Evaluation

Face to Face Classes	Percentage
Weekly Assignments	30%
Research Papers	15%
Project	15%
Exams	40%
Internet Classes	Percentage
Assignment 0	5%
Participation	50%
Assignments	25%
Final	30%
Discussion Based Classes	Percentage
Class Participation	50%
Midterm Exam	20%
Article Review	20%
Projects	10%
Hybrid Classes	Percentage
Quizzes	30%
Research Papers	40%
Homework	30%
Dual-Credit Classes	Percentage
Quizzes	30%
Homework	30%
Research Paper	40%

## Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension
- Notation of the student's transcript of "Academic Dishonesty."
- \*\*\*Faculty members have the right to assign a failing grade to a student who is guilty of academic dishonesty at any point during a semester. Faculty members may prohibit a student from dropping a course when academic dishonesty is discovered. However, if a student has dropped the course in accordance with the rules and dates applied to dropping a course and prior to the discovery of academic dishonesty, the grade of W will stand. Students currently enrolled in a course and students who have completed a course (A, B, C, D, CT, and I) may have a grade changed to an F if academic dishonesty is discovered. The faculty member must notify the student of the change to the final grade within one week of facilitating the change. The student will have the opportunity to appeal the final grade change according to the college policy stated in the catalog.

### **Class Attendance**

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

**Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course.** For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

### **Cell Phones and Other Electronic Devices Procedure:**

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.

2. Second Offense: the student will be asked to leave the class period for the day and will receive zeroes for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

Borger: (806) 457-4200, ext. 0 or 886-5047 after hours

Dalhart: (806) 244-7669

Perryton: (806) 648-1450

### **Grievance Policy**

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalog. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

### **Important Information**

Frank Phillips College is a Microsoft Office Campus. You must submit your electronic assignments in Microsoft Office programs only. If you do not have Microsoft Office, you may use one of the computer lab sites on campus for your class work.

### **Scans/Or Core Competencies That Will Be Addressed in the Class**

#### **Resources:**

Allocates Time

Allocates Money

Allocates Material & Facility Resources

#### **Information:**

Acquires & Evaluates Information

Organizes & Maintains Information

Uses Computers to Process Information

#### **Interpersonal:**

Participates as a Member of a Team

Teaches Others

Serves Clients/Customers

#### **Thinking Skills:**

Creative Thinking

Decision Making

Problem Solving

Exercises Leadership  
Negotiates to Arrive at a Decision  
Works with Cultural Diversity

**Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

**Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

Seeing Things in the Mind's Eye  
Knowing How to Learn  
Reasoning

**Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

**Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty