COURSE SYLLABUS

United States History II

HIST 1302 (hybrid)

Fall 2016

3 – 0 – 3
Lecture – Lab – Credit

NONE
Prerequisites

This syllabus has been reviewed and is current on the date indicated below.

Prepared By
Carlyn E. Kahl
Course Instructor

Date
July 22, 2016

Reviewed By
Troy Williamson
Department Chair

Date
July 25, 2016
I. Instructor Information

**Name:** Carlyn E. Kahl

**Campus Office:** Abilene Campus, Room 405

**Office Hours:**
Monday-Thursday,
9:00 a.m. - 10:30 a.m.

**Open Lab Hours:** Abilene Campus,
Room 117G, Friday, 9:00 a.m. to noon

**Contact Information:**

Email: carly.kahl@tstc.edu

Office Phone: 325.738.3385

Cell Phone: 325.518.9305

Skype ID: carly.kahl

**Department Chair:** Troy Williamson (troy.williamson@tstc.edu)

II. Class Time & Location

This is a hybrid class, meaning that half our lecture time is spent in the physical classroom, and half is spent outside of the physical classroom in an online learning environment. This class meets on Thursday afternoons from 3:30 p.m. to 4:55 p.m. in Room 400 on the Abilene campus. This class is offered via ITV to the Breckenridge, Brownwood and Sweetwater campuses as well. There will be weekly assignments that you must complete to pass the course. All components will be delivered through Moodle. You can access the college’s Moodle learning management system through the college portal or website, or directly by going to https://mycourses.tstc.edu. If you are having difficulty with this site, technical support is available by phone at 800-592-8784, by email at tstchelpdesk@tstc.edu, or via Yahoo Instant Messenger at tstchelpdesk.

On days where the physical campuses are closed for inclement weather, check Moodle or your TSTC MyMail email account for additional course information.

III. Core Curriculum Objectives

The Texas Higher Education Coordinating Board has established six Core Curriculum Objectives which apply to general academic courses. These objectives are:

1) Critical Thinking Skills (including creative thinking, innovation, inquiry, and the analysis, evaluation, and synthesis of information);
2) Communication Skills (including the effective development, interpretation, and expression of ideas through written, oral, and visual communication);

3) Empirical and Quantitative Skills (including the manipulation and analysis of numerical data or observable facts, resulting in informed conclusions);

4) Teamwork (including the ability to consider different points of view and to work effectively with others to support a shared purpose or goal);

5) Social Responsibility (including intercultural competency, a knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities); and

6) Personal Responsibility (including the ability to connect choices, actions, and consequences to ethical decision-making).

In keeping with the guidelines established by the Texas Higher Education Coordinating Board, this course (HIST 1302) will address the following Core Curriculum Objectives: Critical Thinking Skills, Communication Skills, Social Responsibility, and Personal Responsibility.

IV. Course Description & Introduction

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.

This class is designed in a thematic fashion. There will be six themes explored during the semester, each lasting two weeks in duration. During each thematic unit, the first week consists of reading and analyzing sources, and the second week is spent in group discussion and individual reflection. These unit assignments constitute the “Analysis of Unit Sources,” “Class Discussion,” and “Individual Reflection” grading categories.

While working through the thematic units, students also work on long-term, individual assignments such as the major research paper and the 9/11 Oral History Project. These individual projects will last many weeks, and consist of two-thirds of the “Major Assignments” grading category.
V. Learning Outcomes

The following learning outcomes are found in the *Lower-Division Academic Course Guide Manual*, published by the Texas Higher Education Coordinating Board.

Upon successful completion of this course, students will:

A. Create an argument through the use of historical evidence;
B. Analyze and interpret primary and secondary sources; and
C. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United State history.

VI. Assessment Methods & Grading Policy

This class is reading intensive, and you will be expected to discuss the coursework with other classmates clearly through online discussions/activities, making this course also writing intensive. This is because this class is thinking intensive. We need to listen to what others have said (by reading), think about what they have said, and then present a well-reasoned response (in writing). Course grades will be derived from assignments in the following categories:

- Analysis of Unit Sources 20%
- Class Participation 25%
- Individual Reflection 25%
- Major Assignments 30%

The Major Assignments grading category includes: Research Paper (10%), 9/11 Oral History Project (10%), and Proctored Final Exam (10%).

Grading will follow the standard procedures of the college, which are outlined on pages 26-27 of the *TSTC College Catalog & Student Handbook 2015-2016 Revised* (available online at: [http://www.tstc.edu/student_life/catalog](http://www.tstc.edu/student_life/catalog) or through the TSTC Portal). Midterm grades will be entered into WebAdvisor after Week 8.

Late assignments are not accepted. Communicate any problems regarding assignment due dates as early as possible, so that alternative arrangements (if warranted) can be made. Two conditions for a deadline extension are accepted: death of an immediate family member, or hospitalization of the student or of immediate family. Documentation of the condition must be submitted before alternative arrangements can be made. Make-up work will not be offered in this course. “Extra credit,” if offered, will be determined by the instructor.
Any student caught plagiarizing an assignment (copying-and-pasting from any reference, including websites) will receive no credit for the assignment. Plagiarism is a serious academic offense, and students need to be mindful of (a) correctly citing any sources used, and (b) doing their own work. Research is encouraged; however, the work of other authors should be clearly documented when it is included in a student's work. A first offense of plagiarism will result in a grade of “0” for the assignment; a second offense will result in a grade of “F” for the course.

Collusion is a form of plagiarism; collusion occurs when students work together on the preparation of an assignment other than group work. Note that discussing assignments with others is desirable (even encouraged); students are certainly allowed to study the course materials together. However, studying together and colluding on the preparation of an assignment are different things. If two students submit the same work, both students are guilty of collusion, and both will be treated equally (regardless of which student prepared the work and which student copied that work). The first offense will result in a grade of “0” on the assignment; a second offense will result in a grade of “F” for the course.

A “TSTC Scholastic Dishonesty Reporting Form” will be submitted to the TSTC Discipline Officer for each infraction of cheating (plagiarism, collusion, copying, etc.), and will remain in the student’s official academic record. Other consequences of cheating may include, but are not limited to, a student conduct hearing or academic probation. For more information on plagiarism, cheating, collusion and other forms of academic dishonesty, review the “Academic Integrity” section of the TSTC College Catalog & Student Handbook 2015-2016 Revised found on page 40 (available online at: http://www.tstc.edu/student_life/catalog).

VII. Textbook & Reference Materials

There are two required textbooks for this course that you must have as early into the semester as possible. The textbooks for this course are:

Reading American Horizons: Primary Sources for U.S. History in a Global Context, Volume 2, Since 1865
Edited by Michael Schaller, et. al.
ISBN: 9780199768509
Oxford University Press

A Pocket Guide to Writing in History, 8th edition (e-textbook available)
by Mary Lynn Rampolla
ISBN: 9781457690884
Macmillan Education

These books can be purchased through the TSTC West Texas bookstore; for information on purchasing a copy of the book, visit: http://bookstores.tstc.edu/tstcabilene/. The
textbooks are required, and you will not be able to pass the course without them. If you decide to buy your books through a source other than the campus bookstore, I strongly encourage you to purchase the books from a reputable bookstore, and not to rent the books.

VIII. Additional Resources & Supplies

You must have access to a computer with internet and word-processing capabilities to successfully complete this hybrid course. You must have these resources for the entirety of the semester.

IX. Class Participation Policy & Student Conduct

You are expected to participate in classroom and online class activities and assignments, and on occasion work with fellow students. You are also required to correspond with the instructor on a regular basis via email or during conferences. All assigned readings should be read, in order that students are prepared for the related assignments. Failure to complete these listed items will result in a poor course grade.

Students are expected to participate in the class in a professional manner. This does not mean that we cannot disagree, but that we should do so politely. Much of our class will involve discussion, which is sometimes contentious when different opinions are shared. Remember that each student is entitled to share their opinion, and that each opinion should be respected by the other participants in the discussion.

Students are encouraged to review sections of the TSTC College Catalog & Student Handbook 2015-2016 Revised which pertain to student participation and conduct (“Student Participation” on page 39, “Academic Integrity” on page 40), found online at: http://www.tstc.edu/student_life/catalog.

X. Safety

There are no course-specific safety requirements for this class. Students are expected to comply with all of the safety requirements and guidelines published in the TSTC College Catalog & Student Handbook 2015-2016 Revised (http://www.tstc.edu/student_life/catalog).

XI. Special Needs

If you have a documented disability that will impact your work in this class, please contact the ADA Coordinator so that appropriate arrangements for your accommodations can be made. The counselor on your campus can assist you in this process. In accordance with the
federal law, a student requesting accommodations must provide documentation of his/her
disability to the ADA Coordinator. For more information, call Amy Freeman at (325) 236-
8292 or send an email to amy.freeman@tstc.edu

XII. Course Schedule

The following is subject to change. Students will be notified of changes if they occur.

Week 1
Welcome, explanation of syllabus and class expectations
What is history?
Sources and how to analyze them
Assignments: Syllabus & Class Policies Quiz (due ASAP)
What is history? Journal Entry
Evaluating “Good” & “Bad” Websites: Figuring out what is, and
what is not, a reliable source.
Primary vs. Secondary: The Battle of Source Designation

Weeks 2 & 3 (Unit 1)
Homeland and Homefront (topics may include: consumerism, Hooverism, New Deal,
Isolationism, Xenophobia, conservativism, Liberalism, poverty, and public education)
Assignments: Analysis of Unit Sources
Online Group Discussions
Individual Reflections E-mail
Paper Mini-Assignment 1: Pick a Topic
Paper Mini-Assignment 2: Research and Sources

Weeks 4 & 5 (Unit 2)
U.S. on the Global Scene (topics may include: imperialism, “Defenders of Democracy,”
Cold War politics, mediators and peacemakers, and energy crises)
Assignments: Analysis of Unit Sources
Online Group Discussions
Individual Reflections E-mail
Paper Mini-Assignment 3: Historical Question
Paper Mini-Assignment 4: Thesis Statement

Weeks 6 & 7 (Unit 3)
U.S. at War (topics may include: Spanish-American War, World War I, World War II,
Korean War, Vietnam War, Operation Desert Storm, Operation Iraqi Freedom, and
Operation Enduring Freedom)
Assignments: Analysis of Unit Sources
Online Group Discussions
Individual Reflections E-mail
Paper Mini-Assignment 5: Revised Thesis Statement
Paper Mini-Assignment 6: Brainstorming and Outlining
Mid-Term Grades Due

Weeks 8 & 9 (Unit 4)
Immigration & Emigration (topics may include: post-Civil War western migration, post-Civil War immigration, urbanization, Depression-era migration, migrant workers, and immigration reform post-9/11)
Assignments: Analysis of Unit Sources
Online Group Discussions
Individual Reflections E-mail
Paper Mini-Assignment 7: Rough Draft
Paper Mini-Assignment 8: Instructor Conferences

Weeks 10 & 11 (Unit 5)
Race Issues (topics may include: Reconstruction, Jim Crow, segregation, Civil Rights Movement, Affirmative Action, Native Americans, and racial profiling)
Assignments: Analysis of Unit Sources
Online Group Discussions
Individual Reflections E-mail
Paper Mini-Assignment 9: Final Draft

Weeks 12 & 13 (Unit 6)
Gender Roles and Working Lives (topics may include: women in politics, women in the workplace, Feminism, unions, child labor, and the assembly line)
Assignments: Analysis of Unit Sources
Online Group Discussions
Individual Reflections E-mail
9/11 Oral History Project: Questions List

Week 14
Final Exam Review
Assignments: 9/11 Oral History Project: Interview Transcripts

Week 15
Final Exam

**Student Holidays:**
Monday, September 5 – Labor Day Holiday
Thursday and Friday, November 24-25 – Thanksgiving Holiday
XIII. Instructor Credentials (CV)

Carlyn E. Kahl

<table>
<thead>
<tr>
<th>Education</th>
<th>Master of Arts</th>
<th>May 2006</th>
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<tbody>
<tr>
<td>Georgia College &amp; State University</td>
<td>History (major), specializing in 20th-century American history</td>
<td></td>
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<tr>
<td>McMurry University</td>
<td>Bachelor of Arts</td>
<td>December 1998</td>
</tr>
<tr>
<td></td>
<td>History (major), Spanish (minor)</td>
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| Industry, Teaching or Training, and Other (examples: publications and memberships) Experience Relevant to the Course |
|---|---|---|
| Teaching Experience |  |
| Texas State Technical College West Texas | March 2008 | |
| Instructor for history and humanities courses | through present | |
| Senior technical writer for instructional curriculum |  | |
| Abilene Library Consortium | September 2010 | |
| Curriculum Designer | through August 2012 | |

| Publications |
|---|---|
| “Guns in America.” SCWH Newsletter (Vol. XV, No. 2) | Spring 2002 |
| “Parsons Texas Brigade,” Sims Library, Waxahachie, Texas. Transcribed Civil War orders from the Parsons Texas Brigade official records, identified soldiers, and indexed the work. The project was published as In the Saddle with the Texans: Day-by-day with Parsons Cavalry Brigade (McWhiney Foundation Press). | 2004 |