CENTRAL TEXAS COLLEGE
SYLLABUS FOR HIST 1302
United States History II
Semester Hours Credit: 3

INSTRUCTOR: ____________________________
OFFICE HOURS: ____________________________

I. INTRODUCTION

A. 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.

B. Through this course, students will prepare for contemporary challenges by developing and demonstrating the following core objectives: critical thinking skills, communication skills, social responsibility, and personal responsibility.

   • 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.

C. This course is a part of the core curriculum at Central Texas College and satisfies three semester hours of the Social/Behavioral Sciences for the Associate of Science and Associate of Arts degrees. Please check your degree plan to determine the status of this course in your program of study.

D. Prerequisite(s): None
II LEARNING OUTCOMES

Upon successful completion of this course, students will:

A. Create an argument through the use of historical evidence. (C5, C6, C7, F1, F2)
B. Analyze and interpret primary and secondary sources. (C5, C6, C7, F1, F2)
C. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history. (C5, C6, C7, F1, F2)
D. Explain thoughts and ideas in writing. (F1, F2)

III INSTRUCTIONAL MATERIAL

A. Instructional Materials for this course may be found at www.ctcd.edu/im/im_main.asp
B. Audio-Visual Aids: Audio-visual aids are at the discretion of each instructor.

IV COURSE REQUIREMENTS

A. Reading Assignments:

Each instructor will discuss reading assignments with students. Students will be expected to read the textbook.

B. Projects, History Journals, Oral Reports, Case Studies, Book Reports, Research Papers:

Each instructor will discuss the particular project(s) required in HIST 1302. This instruction will include:

1. Defining the project(s).
2. Describing the specific requirements for the project(s) such as:
   a. Length
   b. Typed/hand written
   c. Format for project(s)
   d. Footnoting or other citation
   e. Date due
3. Explaining the grading criteria.
4. Explaining the weight of the project in the student’s final course grade.

C. Class Performance:

Each instructor will discuss classroom performance and explain if classroom performance is an element in computing a student’s semester grade. See the section on Civil (Paragraph VII).

D. Class Participation:

Each instructor will discuss the level and type classroom participation expected of students. If classroom participation is an element in computing a student’s course grade, the instructor will provide the details.

E. Other Course Requirements:

Students are expected to take notes, as HIST 1302 is a content-specific course. Students will be required to organize material in order to master it.

V EXAMINATIONS

The instructor will discuss and explain material in each chapter. Exam study guides and pre-examination reviews will be provided at the instructor’s discretion.

Scheduled examinations will be taken during the class period set aside for that purpose.

Make-up examinations will be offered at the instructor’s discretion. The design of the make-up exam is also at the discretion of the instructor. For example, a make-up exam might include additional essay questions. Students must take the make-up exam by the deadline established by the instructor. Failure to do so will result in a score of zero on the exam.

Examinations are individual efforts. Any form of academic dishonesty will result in sanctions. Full details on college policies relating to scholastic honesty can be found in the current college catalog.

Unless the instructor indicates otherwise, there will be no open-book examinations, all examinations will be closed-book and closed-notes.
VI  SEMESTER GRADE COMPUTATION

A. The semester grade computation shall use the following formula:

Exam #1  20%
Exam #2  20%
Exam #3  20%
Exam #4  20%
Written Work/Project  20%

If an instructor uses any other grading scale in computing a student’s course grade, it will be explained to the class.

B. Grade Computation:
90 – 100 = A
80 – 89 = B
70 – 79 = C
60 – 69 = D
0 – 59 = F

VII  NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR

A. Important College Policies:

Students should consult the current college catalog for information related to the following policies:

- Excessive absences
- Withdrawal from class
- Instructor initiated withdrawals
- Administrative initiated withdrawals
- Third attempt to enroll in a course
- TEC 51.907 course withdrawal limit policy
- Refunds of tuition and fees
- Incomplete grades

B. Cellular Phones and Beepers: Cellular phones and beepers will be turned off while students are in the classroom.

C. America’s With Disabilities Act (ADA): Students requiring accommodations for disabilities are responsible for notifying the instructor and the Disability Support Services Program Office. Reasonable accommodations will be granted in full compliance with federal and state law and Central Texas College policy.
Complete information on Disability Support Services can be found in the college catalog.

D. **Instructor Discretion:** The instructor reserves the right of final decisions in course requirements.

E. **Civility:** Individuals are expected to be aware of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion. Students should refrain from: talking in a disruptive manner, sleeping, doing homework for another course, reading material other than that which pertains to this course, leaving class early, eating food or drinking a beverage unless permission is granted, and using socially unacceptable language.

VIII  COURSE OUTLINE

A. **Lesson One:**

   a. Chapter 16: The Conquest of the West  
   b. Chapter 17: An Industrial Giant Emerges

1. **Learning Objectives (chapter 16):** Upon successful completion of this lesson, students will be able to:

   a. Identify the federal government’s policies toward the Plains Indians in the late nineteenth century. Explain the relative success and failure of each.  
   b. Compare and contrast the key features of the mining, farming, and cattle frontiers in the late nineteenth century. Identify the significance of the railroads

2. **Learning Objectives (chapter 17):** Upon successful completion of this lesson, students will be able to:

   a. Evaluate the importance of railroads to the development of the national economy in the late nineteenth century.  
   b. Describe the impact of Andrew Carnegie in the establishment of the steel industry. Compare it to the impact of John D. Rockefeller in the petroleum industry. Focus on why “concentration” was the tendency in these and other enterprises in the late nineteenth century.  
   c. Assess the traditional support for free enterprise among late-nineteenth-century Americans along with their interest in government regulation of business.
d. Compare and contrast the ideas of Henry George, Edward Bellamy, and Henry Demarest Lloyd. Compare and contrast their ideas to those of late nineteenth century Marxian socialists.

e. Elaborate the conditions that gave rise to labor unions and labor violence in the late nineteenth century.

3. **Learning Activities: (C5; C6; F1; F5: F9-12)**

   a. Student homework and study.
   b. Class discussion.
   c. Lecture
   d. Reading Assignment:

   Chapter 16: The Conquest of the West
   Chapter 17: An Industrial Giant Emerges

4. **Equipment and Materials: Instructor discretion.**

5. **Audio Visual Aids: Instructor discretion.**

6. **Lesson Outline:**

   a. The Conquest of the West
   b. An Industrial Giant Emerges

**B. Lesson Two:**

a. Chapter 18: American Society in the Industrial Age
b. Chapter 19: Intellectual and Cultural Trends in the Late Nineteenth Century

1. **Learning Objectives (chapter 18):** Upon successful completion of this lesson, students will be able to:

   a. Discuss the lifestyles of middle-class families and wage earners in the late nineteenth century.
   b. Differentiate between “old” and “new” immigration. Assess the reception of “new” immigrants.
   c. Describe urban slum life near the turn of the century.
   d. Explain how and why cities grew in the late nineteenth century and relate this to late-nineteenth-century social problems.
   e. Summarize the late-nineteenth-century religious criticisms of America’s urban and industrial expansion and evaluate the solutions critics proposed.
2. Learning Objectives (chapter 19): Upon successful completion of this lesson, students will be able to:
   
a. Compare and contrast the key changes that occurred in American education in the late nineteenth century—from public schools through graduate schools.
b. Explain how Darwin’s evolutionary theory influenced the social science disciplines in the late nineteenth century.
c. Compare and contrast the definitions of literary romanticism, realism, and naturalism.
d. Identify the major assumptions of pragmatism and list the strengths and weaknesses of the philosophy of pragmatists.
e. Identify the developments in the late nineteenth century that were responses to the public’s thirst for knowledge.

3. Learning Activities: (C5; C6; F1; F5: F9-12)
   
a. Student homework and study.
b. Class discussion.
c. Lecture
d. Reading Assignment:
   
   Chapter 18: American Society in the Industrial Age
   Chapter 19: Intellectual and Cultural Trends in the Late Nineteenth Century


6. Lesson Outline:
   
a. American Society in the Industrial Age
b. Intellectual and Cultural Trends in the Late Nineteenth Century

C. Lesson Three:
   
a. Chapter 20: From Smoke-filled Rooms to Prairie Wildfire: 1877-1896
b. Chapter 21: The Age of Reform

1. Learning Objectives (chapter 20): Upon successful completion of this lesson, students will be able to:
a. Explain the lack of political activism by the two major political parties and their national candidates at the turn of the century.
b. Compare and contrast how political allegiance to the Republican and Democratic parties cut across sectional, religious, ethnic, and economic lines in the late nineteenth century.
c. Describe the key characteristics of city governments in the late nineteenth century.
d. Assess how well they faced and solved their most troubling problems.
e. Evaluate the presidencies of Rutherford Hayes, James Garfield, Chester Arthur, Grover Cleveland, and Benjamin Harrison as to values, style, policy positions, and effectiveness.
f. Explain how farm discontent led to the formation of the Alliance and Populist movements. Assess the program they offered and the reason(s) for their failure.

2. **Learning Objectives (chapter 21):** Upon successful completion of this lesson, students will be able to:

   a. Explain the origins and philosophical basis of the progressive movement and list the successes it had reforming cities and states.
   b. Evaluate the Roosevelt administration in regard to its business policies and the Square Deal. What were its most notable achievements?
   c. Evaluate the presidency of William Howard Taft as a “progressive” administration. Explain how Taft split the Republican party after 1909.
   d. Analyze the election of 1912 regarding political parties, candidates, issues, results, and long-range implications.
   e. Evaluate Woodrow Wilson’s presidency using his “New Freedom” campaign message as a criterion. Why did nonwhites benefit little from his or any other progressive administration?

3. **Learning Activities:** (C5; C6; F1; F5; F9-12)

   a. Student homework and study.
   b. Class discussion.
   c. Lecture
   d. Reading Assignment:

   Chapter 20: From Smoke-filled Rooms to Prairie Wildfire: 1877-1896
   Chapter 21: The Age of Reform
4. **Equipment and Materials:** Instructor discretion.

5. **Audio-Visual Aids:** Instructor discretion.

6. **Lesson Outline:**

   - From Smoke-filled Rooms to Prairie Wildfire: 1877-1896
   - The Age of Reform

D. **Lesson Four:**

   - Chapter 22: From Isolation to Empire
   - Chapter 23: Woodrow Wilson and the Great War

1. **Lesson Objectives (chapter 22):** Upon successful completion of this lesson, the student will be able to:

   - List factors leading to the rise of imperialism in the United States and explain American special interest in Latin America and the Far East at the turn of the twentieth century.
   - Summarize the Spanish-American War with reference to causes, key battles, outcome, and the peace treaty.
   - List reasons why Americans were divided over the question of annexing the Philippines in 1898.
   - Evaluate the significance of the Open Door policy in China.
   - Trace the timetable of events that led to construction of the Panama Canal.

2. **Lesson Objectives (chapter 23):** Upon successful completion of this lesson, the student will be able to:

   - Outline the steps by which the United States became involved in World War I.
   - Explain how war mobilization affected the economy, the status of civil liberties, and the progressive movement in the United States.
   - Describe the critical role American troops played in the war.
   - Explain how the Paris Peace Conference revised the European map and established the League of Nations. Explain why the United States did not sign the Treaty of Versailles.
   - Explain the outbreak of the postwar “Red Scare.”

3. **Learning Activities:** (C5; C6; F1; F5: F9-12)
a. Student homework and study.
b. Class discussion.
c. Lecture
d. Reading Assignment:

From Isolation to Empire  
Woodrow Wilson and the Great War

4. **Equipment and Materials:** Instructor discretion.

5. **Audio-Visual Aids:** Instructor discretion.

6. **Lesson Outline:**
   a. From Isolation to Empire  
b. Woodrow Wilson and the Great War

E. **Lesson Five:**

a. Chapter 24: Postwar Society and Culture: Change and Adjustment  
b. Chapter 25: From “Normalcy” to Economic Collapse: 1921-1933

1. **Learning Objectives (chapter 24):** Upon successful completion of this lesson, students will be able to:

   a. Explain how and why America “closed the gates” to immigration in the 1920s. Show how that is related to the success of the prohibition campaign for a constitutional amendment and the popularity of fundamentalism and a renewed Ku Klux Klan in the 1920s.
   
   b. Summarize the changing social patterns of families and young people in the 1920s. Explain why women’s issues assumed greater importance in the 1920s.

   c. Explain the popularity of movies, radio, and spectator sports in the 1920s.

   d. Identify literary trends of the 1920s among the “lost generation” and Paris expatriates, black nationalists, and the Harlem Renaissance.

   e. Explain how the automobile and airplane revolutionized American life.

2. **Learning Objectives (chapter 25):** Upon successful completion of this lesson, students will be able to:
a. Assess the key accomplishments and failures of the Harding and Coolidge administrations. What features did they have in common?
b. Identify the major foreign policy problems of the United States in the 1920s and explain if and how those problems were solved.
c. Summarize the elections of 1924, 1928, and 1932 in reference to parties, nominees, issues, outcome, and significance.
d. Explain what economic problems of the 1920s led to the stock market crash of 1929 and the depression of 1930.
e. Evaluate Hoover’s policies to curb the Great Depression. What were the effects of the Great Depression on the American people?

3. **Learning Activities:** (C5; C6; F1; F5: F9-12)

   a. Student homework and study.
   b. Class discussion.
   c. Lecture
d. Reading Assignment:

   Chapter 24: Postwar Society and Culture: Change and Adjustment
   Chapter 25: From “Normalcy” to Economic Collapse: 1921-1933

4. **Equipment and Materials:** Instructor discretion.

5. **Audio-Visual Aids:** Instructor discretion.

6. **Lesson Outline:**

   a. Postwar Society and Culture: Change and Adjustment
   b. From “Normalcy” to Economic Collapse: 1921-1933

**F. Lesson Six:**

a. Chapter 26: The New Deal: 1933-1941
b. Chapter 27: War and Peace: 1941-1945

1. **Learning Objectives (chapter 26):** Upon successful completion of this lesson, students will be able to:

   a. Explain how Franklin Roosevelt’s New Deal sought to revive the economy amid the Great Depression.
   b. Explain the political views of those who opposed Franklin
Roosevelt.

c.  Evaluate Roosevelt’s attempt to alter the Supreme Court.
d.  Show the impact of the New Deal on women, African Americans, and Native Americans.
e.  Explain how the United States tried to remain isolated from events leading to the Second World War.

2.  Learning Objectives (chapter 27): Upon successful completion of this lesson, students will be able to:

   a.  Explain how and why the attack on Pearl Harbor led the United States into World War II.
b.  Show how World War II changed the economy on the American home front.

c.  Discuss the impact of the war on American minorities: African Americans, Hispanics, Indians, Japanese Americans, and women.
d.  Outline the European and Pacific war strategy and tactics.
e.  Evaluate the decision to drop the atomic bomb at Hiroshima and explain how it and the decisions made at the Yalta and Potsdam conferences contributed to the postwar international order.

3.  Learning Activities: (C5; C6; F1; F5: F9-12)

   a.  Student homework and study.
b.  Class discussion.
c.  Lecture
d.  Reading Assignment:

   Chapter 26: The New Deal: 1933-1941
   Chapter 27: War and Peace: 1941-1945


6.  Lesson Outline:

   a.  The New Deal: 1933-1941
   b.  War and Peace: 1941-1945

G.  Lesson Seven:

   a.  Chapter 28: Collision Courses, Abroad and at Home: 1946-1960
b. Chapter 29: From Camelot to Watergate: 1961-1975

1. **Learning Objectives (chapter 28):** Upon successful completion of this lesson, students will be able to:

   a. Identify the impact of postwar economic conversion on government management of the economy, labor organizations, and the fortunes of the Democratic party.

   b. Identify the major tenets of the containment doctrine and associate it with the conduct of United States foreign policy in the postwar years with Japan, China, the Soviet Union, Britain, France, Germany, the Middle East, and Cuba.

   c. Explain the ramifications of the Korean War to American foreign and military policy.

   d. Evaluate the anticommunist crusade of Senator Joseph McCarthy and its impact on civil liberties.

   e. Explain how civil rights emerged in the political arena of the 1950s and 1960s.

2. **Learning Objectives (chapter 29):** Upon successful completion of this lesson, students will be able to:

   a. Show how the civil rights movement changed American life.

   b. Discuss the American role in the Vietnam War and how the war contributed to domestic divisions.

   c. Evaluate the successes and shortcomings of President Johnson’s Great Society social programs.

   d. Explain how President Nixon tried to wind down American involvement in Vietnam.

   e. Explain how a “third-rate burglary” led to President Nixon’s resignation.

3. **Learning Activities:** (C5; C6; F1; F5: F9-12)

   a. Student homework and study.

   b. Class discussion.

   c. Lecture

   d. Reading Assignment:

      Chapter 28: Collision Courses, Abroad and at Home: 1946-1960
      Chapter 29: From Camelot to Watergate: 1961-1975

4. **Equipment and Materials:** Instructor discretion.
5. **Audio-Visual Aids:** Instructor discretion.

6. **Lesson Outline:**
   
a. Collision Courses, Abroad and at Home: 1946-1960
b. From Camelot to Watergate: 1961-1975

H. **Lesson Eight:**
   
a. Chapter 30: Running on Empty
b. Chapter 31: From Boomers to Millennials
c. Chapter 32: Shocks and Responses: 1992-present

1. **Learning Objectives (chapter 30):** Upon successful completion of this lesson, students will be able to:
   
a. Evaluate the impact of the Yom Kippur War, the Arab oil embargos, and OPEC price manipulation in the 1970s.
b. Explain how economic problems, particularly inflation, unemployment, recession, and deficits, have persisted at one time or another since 1974.
c. Explain the origin and eventual resolution of the 1979–81 Iranian hostage crisis.
d. Explain how the “Reagan Revolution” changed America in reference to foreign and domestic policy and the emergence of a “bipolar” economy and society.
e. Assess the Iran-Contra affair as it relates to U.S. foreign policy and the Reagan Administration.
f. Discuss the winding down of the Cold War from the aftermath of the communist victory in Vietnam to the rise of democratic governments in Eastern Europe.
g. Evaluate the origin, prosecution, and aftermath of the Persian Gulf War.

2. **Learning Objectives (chapter 31):** Upon successful completion of this lesson, students will be able to:
   
a. Explain the Supreme Court’s decision in Roe v. Wade.
b. Discuss the impact of AIDS on American society and culture in the 1980s.
c. Explain what makes the Millennial generation different from that of the Boomers.
d. Analyze the impact of the Internet on the social lives of Americans, especially Millennials.

3. **Learning Objectives (chapter 32):** Upon successful completion of this lesson, students will be able to:

   a. Explain the remarkable resiliency of the nation’s economy in the 1990s.
   b. Explain the rise of terrorism at home and abroad.
   c. Evaluate the House impeachment and Senate acquittal of President Clinton on charges of perjury and obstruction of justice.
   d. Discuss the looting of savings and loan associations and the related Clinton Whitewater land development deal.
   e. Discuss the legal and political controversies surrounding the 2000 presidential election.
   f. Explain the factors that led to the second Iraq War.
   g. Analyze and explain the key issues surrounding the 2008 presidential election.

3. **Learning Activities:** (C5; C6; F1; F5: F9-12)

   a. Student homework and study.
   b. Class discussion.
   c. Lecture
   d. Reading Assignment:

      Chapter 30: Running on Empty
      Chapter 31: From Boomers to Millennials
      Chapter 32: Shocks and Responses: 1992-present

4. **Equipment and Materials:** Instructor discretion.

5. **Audio-Visual Aids:** Instructor discretion.

6. **Lesson Outline:**

   a. Running on Empty
   b. From Boomers to Millennials
   c. Shocks and Responses: 1992-present