



**Purpose:** It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

**Course Title** - United States History II  
**Course Prefix and Number** - HIST 1302  
**Department** - History and Geography

**Division** - Social and Behavioral Sciences

**Course Type:** (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

**Semester Credit Hours # : Lecture Hours # : Lab/Other Hours #**    **3:3:0**

**Equated Pay hours for course** - 3

**Course Catalog 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.

List Lab/ Other Hours
Lab Hours
Clinical Hours
Practicum Hours
Other (list)

**Prerequisites/Co-requisites** – TSI satisfied in Reading and Writing, HIST 1301 recommended but not required.

**Prepared by** Ken Grubb

**Date** 9-1-13

**Reviewed by Department Head**      Ken Grubb

**Date** 9-1-13

**Accuracy verified by Division Chair** Amanda Shelton

**Date** 1-29-14

**Approved by Dean or Vice President of Instruction** *gghunt*

**Date** 2-4-14



**I. Topical Outline** – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non-lecture instruction):

The instructor will organize the course in such a way that the main periods of the United States history 1302 will be surveyed in a balanced manner. It is within the prerogative of the instructor to assign exact amounts of time (days and weeks) to each of the main periods which are outlined as follows:

- I. The post Civil War era of the late 19<sup>th</sup> century; (1877-1914), Reconstruction (1863-1877), Gilded Age and Progressive Era beginnings
  - a) the presidents, politicians, statesmen, federal legislation, and political parties
  - b) the Industrial Revolution in the United States, the major industrial entrepreneurs (Captains of Industry/Robber Barons), the emergence of trade unions, and the initial attempts of the government to regulate the economic institutions of capitalism
  - c) the urbanization of the United States as a concurrent development of industrialization, the societal problems of the cities, immigration trends, and critics and reformers of the new, urban, industrial society (the Social Gospel movement, Jane Addams, Edward Bellamy, and others)
  - d) the culture of the period, trends in education and especially in higher education, trends in literature and art and architecture, the emergence of a mass journalism, and trends in popular culture
  - e) the encounter with the land and the people (Native American) of the trans Mississippi west (the Great Plains, the Rocky mountains, and the Pacific coast), the culture of the Great Plains tribes, the cultural conflicts between the Anglo American culture of the eastern United States and the Great Plains tribes and the eventual subjugation of the latter
  - f) the diplomatic history of the United States of America in the late 19<sup>th</sup> century, the acquisition of an overseas empire for trade, security, prestige, and other reasons
  
- II. The Progressive Era (1915-1932), World War I, 1920s, and Economic Crisis
  - a.) the presidential administrations of Wilson, Harding, Coolidge, and Hoover
  - b.) the local, state, and federal reforms of a political, social, an economic nature
  - c.) World War I (1914-1919) – its European beginnings, German strategy in Mexico, the United States involvement in World War I, the mobilization effort at home, the fighting of the Americans in the war, and the settlements of the Great War to include the League of Nations
  - d.) “The Jazz Age” aspects of the 1920s – popular culture, the movies, the music, the changes in morality, Prohibition, and the introduction of organized crime into American society
  - e.) The Modernity aspect of the 1920s – the automobile, the electrification of the cities, the trends in education and urban life
  - f.) The life of rural Americans in the 1920s – the rural reaction to urban life in the 1920s, the trends in agriculture to include mechanization and the loss of jobs that resulted
  - g.) The economic problems of the 1920s leading to the Stock Market crash of 1929 to include the high tariff walls of the late 1920s and their impact on American labor and farming, the Stock Market crash and the emergence of the Great Depression (1929–1932), and the responses of the Hoover administration to the economic crisis

- III. Depression and World War II (1933-1952)
  - a.) The presidential administrations of Franklin Roosevelt and Harry Truman
  - b.) The philosophy of the New Deal, and the government as employer
  - c.) The various New Deal programs such as, for example, the AAA and the CCC
  - d.) The outcomes of the New Deal programs
  - e.) The leadership of Franklin D. Roosevelt
  - f.) The development of the totalitarian powers, the 1930s to include the emergence of Nazi Germany and the seeds of the Holocaust
  - g.) World War II – its beginnings, the United States involvement in it, and the war’s end in 1945 and the atomic bomb
  
- IV. Cold War, Korea, Vietnam, and Economic Expansion (1953-1979)
  - a.) Presidential administrations of Eisenhower, Kennedy, L. Johnson, Nixon, Ford, and Carter
  - b.) the United States as a world leader, the emergence of the Cold War with the Union of Soviet Socialist Republics, and later with the People’s Republic of China, and other Cold War struggles
  - c.) the role of the United States in the creation of the United Nations and in other international bodies such as the Organization of the American States
  - d.) the Korean War (1950 – 1953) and the Vietnam conflict (1960s – 1970s)
  
- V. Rebirth of Conservatism and the Global Economy (1980s – present)
  - a.) Presidential administrations of Reagan, Bush, Clinton, G.W. Bush, Obama
  - b.) The demise of the Union of Soviet Socialist Republics, the new challenges in American foreign policy and the United States in a new world order, and a truly “global marketplace” (the North American Free Trade Agreement and the economic challenges from Latin America and the Pacific Rim)

It is within the prerogative of the instructor to cover additional topics.

## II. Course Learning Outcomes

Learning Outcomes	Methods of Assessment
<p><b>Upon successful completion of this course, students will:</b></p> <ul style="list-style-type: none"> <li>1.) Create an argument through the use of historical evidence.</li>   <li>2.) Analyze and interpret primary and secondary sources.</li>   <li>3.) Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.</li> </ul>	<ul style="list-style-type: none"> <li>1.) Written projects as assigned by instructor. These assignments may include essays on exams, book reviews, reviews of primary documents or scholarly articles, research papers, journal projects, or other written assignments that emphasize analysis. Oral presentations at the discretion of the instructor.</li>   <li>2.) Measured by Post-Test and written projects as assigned by instructor. These assignments may include book reviews, research papers, or journal projects that emphasize analysis of sources.</li>   <li>3.) Measured by Post-Test, objective and/or essay exams, quizzes, critical thinking exercises, and/or projects which may include research papers, book reviews, essays, and/or oral presentations.</li> </ul>

### III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

Ayers, et al., *American Passages Combined Advantage Series*; 4<sup>th</sup> ed. Cengage (Publisher)  
required in all on-line and face-to-face courses.

Individual titles selected by the instructor available in library collection. Primary documents may be distributed to students, made available from instructor web site, or placed on reserve in the library.

### IV. Suggested Course Maximum - 35

### V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.

No special requirements for face-to-face course. Students must have access to all appropriate technology for www course as well as courses taught by I-TV.

### VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course

The grading scale used for all tests, papers, and projects will be as follows:

90% to 100% = A  
80% to 89% = B  
70% to 79% = C  
60% to 69% = D  
Below 59% = F

Instructors may also use a point system to determine final scores as long as this point system is clearly outlined in the instructor's syllabus.

#### Writing Project(s) – 25-50%

(may include research papers, exam essays, book/film reviews, and/or response papers)

#### Exams – 25-75%

(may include quizzes, unit exams, exam essays, and/or oral presentation)

#### Participation – 0-50%

(may include daily assignments, projects, attendance, and/or class participation)

#### Departmental Post-test – 10-25 %

Professors will use a combination of the above totaling 100% and enumerate the exact breakdown on the student syllabus.

Instructors may use the narrative/lecture method of instruction to impart factual information and to suggest to students the different interpretations of United States history. The narrative method is also useful for setting the stage for class discussions.

Class discussion between students and instructors is encouraged for the purpose of developing in students the ability to speak before others about historical events. Class discussions should arise from the readings that students complete and from points of interest and the interpretation of facts that emerge in class, especially those relevant to students.

Students will be required to complete written work or to prepare oral presentations to further elaborate or explain what has been presented and discussed by the instructor. These requirements are designed to challenge the student to analyze and critique the material presented. The written work may be in the form of essay test topics, book reviews, reports on articles in scholarly journals, or other written assignments as assigned by the instructor. Oral presentations may be designed as debates, informative overviews, or persuasive monologues.

Minimum requirements include the following:

- 1.) Attend class in accordance with college policy and as stipulated by the instructor.
- 2.) Complete appropriate reading assignments made by the instructor
- 3.) Complete appropriate writing assignments based on the readings, classroom presentations and discussion
- 4.) Complete oral presentations (if assigned by instructor)
- 5.) Complete appropriate tests (quizzes, major examinations, and a final examination)

Assessment will be conducted using a variety of methods. Objective questions such as multiple-choice, matching, true/false and fill-in-the blank will be used as will subjective questions which may demand narrative identification, lengthy narrative responses, and also critical thinking. Students will be tested on materials presented in class and are expected to develop listening and note-taking skills. The weight, style, and nature of the specific assessment tool are left to the discretion of the individual instructor, but each instructor must place emphasis on the development of writing and critical thinking skills. There will be at least one outside assignment involving a research paper, book report, computer assignment, or such academic activity as the instructor deems important to augment the testing process and to improve reading and writing skills. Balance in testing to accommodate for varied learning styles is the desired goal.

Evaluation of student progress in this course will incorporate a Pre-Test/Post-Test and the use of a standardized, comprehensive exit examination. The Pre-Test will consist of fifty (50) multiple choice questions to be given during the first two weeks of instruction. The test is divided into five Chronological Periods: 1877-1914; 1915-1932; 1933-1952; 1953-1979; 1980-present.

The post-test will also serve as the standardized, comprehensive exit examination. It will consist of fifty (50) multiple-choice questions different from the Pre-Test, but divided into the same categories as the Pre-Test. The Post-Test should be given the same day as the final examination and be part of that examination or stand alone as the final examination. The weight of the Post-Test to the student's course grade and the percentage assigned it as part of the final examination will be at the discretion of the instructor. The recommended weight of the Post-Test as part of the course grade is within the 10 to 50% range and all students must complete the exam.

The results of both the Pre-Test and Post-Test will be analyzed and discussed by the department. This will enable department members to evaluate strengths and weaknesses in the curriculum or the text, provide data regarding different class formats, schedules, and campus locations, and identify areas of improvement for the instructor. This measurement system serves as a valuable diagnostic instrument for the improvement of curriculum materials and classroom management in regard to improving student learning and developing intellectual competencies.

## VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)  
No additional documentation needed
- **Academic WCJC Core Course**  
Attach the Core Curriculum Checklist, including the following:
  - Basic Intellectual Competencies
  - Perspectives
  - Exemplary Educational Objectives
- **WECM Courses**  
If needed, revise the Program SCANS Matrix & Competencies Checklist.

**Page 1: Competencies**

Course Prefix & Number: HIST 1302	
<b>Competency</b>	<b>Method of Assessment</b>
CRITICAL THINKING	Assessed by a written assignment that requires students to make supported assertions, use primary and/or secondary sources, and/or explore politics, society or culture during the Gilded Age, Progressive Era, World Wars, inter-war period, Civil Rights Movement, and/or Cold War.
COMMUNICATION	Assessed by a written assignment that requires students to make supported assertions, use primary and/or secondary sources, and/or explore politics, society or culture during the Gilded Age, Progressive Era, World Wars, inter-war period, Civil Rights Movement, and/or Cold War.
SOCIAL RESPONSIBILITY	Assessed by a written assignment that requires students to make supported assertions, use primary and/or secondary sources, and/or explore politics, society or culture during the Gilded Age, Progressive Era, World Wars, inter-war period, Civil Rights Movement, and/or Cold War.
PERSONAL RESPONSIBILITY	Assessed by a written assignment that requires students to make supported assertions, use primary and/or secondary sources, and/or explore politics, society or culture during the Gilded Age, Progressive Era, World Wars, inter-war period, Civil Rights Movement, and/or Cold War.

**Page 2: Perspectives**

Course Prefix & Number: HIST 1302	
<b>Perspective</b>	<b>Method of Assessment</b>
1. Establish broad and multiple perspectives of the individual in relationship to the larger society and world in which he or she lives, and help the student to understand the responsibilities of living in a culturally- and ethically-diversified world;	Through lecture, class discussion, and assigned reading, students are exposed to the impact culture and ethnic diversity has on the history of the United States. Students are tested on competency in this area by essays on exams, post-test questions, and out-of-class assignments.
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life to understand ways to be a responsible member of society;	Students who complete this course have been provided with a background of historical knowledge to use as a framework to analyze and participate as a responsible member of society. Measurement taken throughout course on tests and written assignments.
3. Recognize the importance of maintaining health and wellness;	Perspective does not apply.
4. Develop a capacity to use knowledge of how technology and science affect lives;	Perspective does not apply directly; however students who complete the course have been provided with a background on major developments and change in technology and science in the United States to use as a framework for study in their field.
5. Develop personal values for ethical behavior;	The rationale for including this perspective is to promote civic awareness and to instill in the students the importance of active participation in the political process and to be a contributing member of their community.
6. Develop the ability to make aesthetic judgments;	Perspective does not apply.
7. Use logical reasoning in problem solving;	Perspective does not apply directly; however students who complete the course have been provided with a background in how individuals in the past have failed or succeeded at problem solving to use as a framework for analyzing problems and for determining probable solutions.
8. Integrate knowledge and understanding of the interrelationships of the scholarly disciplines	Measured by written assignments, essays on examinations, oral presentations, and the Post-Test

**Page 3: Exemplary Educational Objectives**

Course Prefix & Number: HIST 1302	
<b>Component Area: Social and Behavioral Sciences</b>	
Exemplary Educational Objective	Method of Assessment
1. Employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.	Through classroom lecture and discussion as well as critical thinking assignments, students are exposed to a variety of interdisciplinary techniques and alternative theories.
2. Examine social institutions and processes across a range of historical periods, social structures, and cultures.	The Post-Test is divided into five sections and includes questions covering a variety of cultures.
3. Use and critique alternative explanatory systems or theories.	Written assignments supplemented by lectures and discussions require students to examine and critique alternative theories.
4. Develop and communicate alternative explanations or solutions for contemporary social issues.	Written assignments, class discussion, and/or oral presentations are designed to engage students in critical thinking exercises by requiring them to identify and explain multiple causes and effects of contemporary social issues.
5. Analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.	Students who complete the class are exposed to an interdisciplinary, cross-cultural perspective. This approach is reflected in unit exams and in the post-test
6. Comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.	Does not apply.
7. Understand the evolution and current role of the U.S. in the world.	Success in meeting this objective measured by unit exams and post-test.
8. Differentiate and analyze historical evidence (documentary and statistical) and differing viewpoints.	Out of class assignments including but not limited to book reviews, journal activities, research papers, and oral presentations are designed to meet this objective.
9. Recognize and apply reasonable criteria for the acceptability of historical evidence and social research.	Out of class assignments including but not limited to book reviews, journal activities, research papers, and oral presentations are designed to meet this objective.
10. Analyze, critically assess, and develop creative solutions to public policy issues.	Does not apply.
11. Recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.	Lecture, class discussion, written and/or oral assignments will require students to obtain information and to discern how this information impacts each of them as individuals and as a community.
12. Identify and understand differences and commonalities within diverse cultures.	Measured by unit examinations, course discussions, and/or oral presentations.