United States History II
HIST-1302
Maymester 2021  Section -I01 CRN-29107  3 Credits  05/10/2021 to 05/28/2021  Modified 05/08/2021

Meeting Times

Building/Room: Internet
Time: Internet
Days: Internet

Contact Information

Professor: Sharon Kyser
Office Location: J 119
TJC Email Address: skys@tjc.edu
Phone Contact: (903) 510-2445

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.

Outcomes

Course Student Learning Outcomes:
Upon successful completion of this course, the student will be able to demonstrate the following learning outcomes:

1. Explain the development of industrialization in America and relate the political-economic impact it had on the Gilded Age.
3. Compare and contrast the reform movements of the U.S., including Populists, Progressives, the New Deal, and the Great Society.
4. Analyze the involvement of the U.S. in World War I and World War II, and appraise the crises of the post-war period.
5. Assess the central elements of domestic history in the United States since 1950, including civil rights, the national debt, presidential politics, and the changes in American Society and culture.
6. Create an argument through the use of historical evidence.
7. Analyze and interpret primary and secondary sources.
8. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.
9. Describe/Discuss the impact and consequences of a major historical event or action.

College Student Learning Outcomes (Applies to BS/BAT/AA/AS awards):
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. For details, please see the General Education Competencies below.

The following College Student Learning Outcomes are taught and assessed in this course:

- CT 1: Generate ideas by combining, changing, or reapplying existing information
- CS: Develop, interpret, and express ideas through written, oral, and visual communication
- SR: Exhibit intercultural competency by identifying civic responsibilities and effective ways to engage in regional, national, and global communities
- PR: Evaluate choices and actions as well as relate consequences to decision-making

Scans Competencies (Applies to AAS/ certificate awards)

The Secretary's Commission on Achieving Necessary Skills (SCANS) identifies entry-level Workforce skills. For details, please see [SCANS Competencies:](http://www.tjc.edu/download/downloads/id/472/scans_competencies.pdf) SCANS Competencies:

SCANS does not apply to this course.

Textbooks/Access Codes/Required Readings

America: A Narrative History, Brief 11th Edition

- Author: David Shi
- Publisher: W.W. Norton and Company
- ISBN: 0393668959
- Availability: Campus Bookstore

This book will be used for all Tyler Junior College United States History I (1301) and United States History II (1302) classes.

Required/Recommended Materials

It is important that you are able to access the lecture videos.

Schedule

<table>
<thead>
<tr>
<th>Class Meeting #</th>
<th>Topics Covered</th>
<th>Learning Activity/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Welcome, and Gilded Age's Natural Resources and Inventions</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>World at War</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>The Happy Days</td>
<td></td>
</tr>
</tbody>
</table>

Evaluation of Grades

Breakdown

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>Range</td>
<td>Notes</td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>below 60%</td>
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</tbody>
</table>

### Criteria

<table>
<thead>
<tr>
<th>Type</th>
<th>Weight</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Quizzes</td>
<td>each</td>
<td>worth 20%</td>
</tr>
<tr>
<td>2 Papers</td>
<td>each</td>
<td>worth 10%</td>
</tr>
<tr>
<td>1 Presentation</td>
<td></td>
<td>worth 10%</td>
</tr>
<tr>
<td>1 Discussion</td>
<td>each</td>
<td>worth 5%</td>
</tr>
<tr>
<td>Timeline Project</td>
<td></td>
<td>worth 5%</td>
</tr>
</tbody>
</table>

### Course Policies

#### Basic Expectations

Here are a few words about the time commitment needed, so that you understand what is expected of you. The assignment schedule is based on the amount of time we would normally take to cover this information in a regular 16-week classroom course (about 3 classroom hours per week). Each unit is based on this workload and the testing schedule reflects when we would be taking the exam in the classroom. If we use the recommended guideline of at least 2 hours of preparation (recommended 3 for a reading-intensive class like this one) for every 1 hour you are in the classroom, that means you should expect to spend about 9 to 12 hours per week on each course you take.

**BUT STOP!**

This is a condensed class so that means we do not have 16-weeks, we only have 3 weeks. Let's do the math---you are looking at about 40 hours of work a week for this class. This class will cover the same amount of material and require the same amount of work like that a standard 16-week class. We will just do it in 3 weeks.

#### Department Policies

#### Institutional Policies

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Tyler Junior College to move to altered operations. During this time, Tyler Junior College may opt to continue delivery of instruction...
through methods that include, but are not limited to: online learning management system (Canvas), online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Tyler Junior College's website (www.tjc.edu) for instructions about continuing courses remotely, Canvas for each class for course-specific communication, and Tyler Junior College email for important general information.

Students are responsible for knowing and adhering to all TJC policies presented in the TJC Student Handbook found at https://www.tjc.edu/downloads/download/3/student_handbook.

Academic Integrity Policy – As a premier learning-centered higher education institution, TJC is committed to academic integrity and standards of excellence of the highest quality in all courses and programs and to providing an environment that fosters the educational process and the well-being of the campus community. In accordance with the Apache Creed, students attending TJC are responsible for adhering to this principle. Academic Integrity violations resulting in probation or dismissal from a program follow FLD (Regulation) found in the Board Policy Manual. A list of violations is included in the Student Code of Conduct found in the Student Handbook.

Online/Hybrid Course Policy – If this class is an online or hybrid class and your professor requires proctored exams, you will be required to use the college's remote proctoring system which allows you to take your exam from your home or any other acceptable location convenient for you. You will need a computer, a working microphone and webcam, and a stable Internet connection. For more information, click here.

Civility Statement – In keeping with its rich traditions, TJC pledges to maintain a civil campus climate in which students, employees, and visitors can experience a safe, mutually supportive, academically encouraging, egalitarian, and tolerant community.

Classroom Etiquette and Management – TJC is committed to student and community success through teaching excellence and a healthy learning environment; therefore, the College has the following expectations:

1. Punctual and complete attendance, engagement, and participation.
2. Respect, courtesy and professionalism for faculty, staff, and fellow students.
3. Completion and submission of required assignments and projects on time and with academic integrity.
4. Positive communication, in and out of class, among faculty, staff, and fellow students.
5. Collaborative work among students in the class to promote academic excellence and student success.

Student Support Services

Student Support Services provides a variety of services for students with special needs and capabilities through the following services: Disability Services (ADA), TRiO Program, Counseling Services and Tutoring. For more information regarding Student Support Services, please visit www.tjc.edu/SupportServices, or contact Division Director, Student Support Services at 903-510-2495, Potter Hall 206.

Tutoring - TJC offers free face-to-face and online tutoring to currently enrolled students. Tutoring Services provides subject content tutoring, writing assistance, reading comprehension strategies, and learning support through the explanation and modeling of study skills. Walk-ins are available; however, scheduled appointments are preferred. Visit our website for more details. www.tjc.edu/tutoring

Disability Services - Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Disability Services during the instructor’s office hours. Please note: instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Disability Services has been provided. For additional information on Disability Services, please visit www.tjc.edu/ada.

Additional Items

Online Access - You must be able to access Canvas, watch lecture videos, and use Honorlock to take quizzes and exams.