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/books
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 civility (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

Your instructor will determine how many exams will be given during the course, their content, and when they will be administered. Make-up exams will be handled according to the policy of the individual instructor. The design and schedule of the make-up exam is also at the discretion of the instructor.

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.

VI SEMESTER GRADE COMPUTATION

A. Grade Formula:

The instructor will outline the specific grade formula for the class. It will show how each course requirement (exams, papers, projects, participation, etc.) factors into the student’s final course grade.

This class must have a writing component equaling at least 30% of the final course grade. The instructor may decide whether to include one or more writing exercises. The particulars of the assignment are at the discretion of the instructor, provided a full description of each is included in the class syllabus.
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
- 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 other Electronic Devices:** Cellular phones and other Electronic Devices will be turned off while students are in the classroom.

C. **America’s With Disabilities Act (ADA):** The Disability Support Services Program provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations, in accordance with federal and state laws, will be given through the DSS office.

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

E. ** Civility:** Individuals are expected to know what constitutes a constructive educational experience and, thus, to be 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: arriving late, 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:

Chapter 16: America’s Gilded Age, 1870–1890
Chapter 17: Freedom’s Boundaries, at Home and Abroad, 1890–1900

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

   a. Describe the factors that combined to make the United States a mature industrial society after the Civil War.
   b. Discuss how the West was transformed economically and socially in this period.
   c. Evaluate the effectiveness of the Gilded Age political system in meeting its goals.
   d. Illustrate how the economic development of the Gilded Age affected American freedom.
   e. Describe how reformers of the period approached the problems of an industrial society.

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

   a. Understand the origins and significance of Populism.
   b. Explain how the liberty of blacks gave way to legal segregation across the South after 1877.
   c. Examine how the boundaries of American freedom tightened during this period.
   d. Explain the emergence of the United States as an imperial power in the 1890s.

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

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

      Chapter 16: America’s Gilded Age, 1870–1890

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Chapter 17: Freedom’s Boundaries, at Home and Abroad, 1890–1900


6. Lesson Outline:
   
a. America’s Gilded Age, 1870–1890
b. Freedom’s Boundaries, at Home and Abroad, 1890–1900

B. Lesson Two:

Chapter 18: The Progressive Era, 1900–1916
Chapter 19: Safe for Democracy: The United States and World War I, 1916–1920

1. Learning Objectives (chapter 18): Upon successful completion of this lesson, students will be able to:
   
a. Explain why the city was so central a place for the progressive movement in the United States.
b. Assess the ways in which the labor and women’s movements challenged nineteenth-century notions of American freedom.
c. Compare and contrast the democratic and antidemocratic impulses in Progressivism.
d. Examine the ways in which the Progressive presidents facilitated the rise of the nation-state.

2. Learning Objectives (chapter 19): Upon successful completion of this lesson, students will be able to:
   
a. Discuss the ways in which Progressive presidents promoted the expansion of American power overseas.
b. Explain how the United States got involved in World War I.
c. Examine how the United States mobilized resources and public opinion for the war effort.
d. Assess the way in which the war affected race relations in the United States.
e. Analyze the reasons why 1919 was a watershed year for the United States and the world.
3. **Learning Activities:** (C5; C6; F1; F5: F9-12)
   a. Student homework and study.
   b. Class discussion.
   c. Lecture
   d. Reading Assignment:

   - Chapter 18: The Progressive Era, 1900–1916
   - Chapter 19: Safe for Democracy: The United States and World War I, 1916–1920

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

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

6. **Lesson Outline:**
   a. The Progressive Era, 1900–1916
   b. Safe for Democracy: The United States and World War I, 1916–1920

C. **Lesson Three:**

   - Chapter 20: From Business Culture to Great Depression: The Twenties, 1920–1932
   - Chapter 21: The New Deal, 1932–1940

1. **Learning Objectives (chapter 20):** Upon successful completion of this lesson, students will be able to:
   a. Examine the winners and losers in the new consumer society of the 1920s.
   b. Summarize the ways in which the government promoted business interests in the 1920s.
   c. Explain the rising importance of civil liberties in the 1920s.
   d. Analyze the major confrontations between fundamentalism and pluralism at this time.
   e. List the main causes of the Great Depression and discuss the effectiveness of the government’s response by 1932.

2. **Learning Objectives (chapter 21):** Upon successful completion of this lesson, students will be able to:
   a. Explain the major policy initiatives of the New Deal in President Roosevelt’s first hundred days.
b. Identify the main proponents of economic justice in the 1930s and explain the measures they advocated.

c. Examine the major initiatives of the Second New Deal and analyze the ways they differed from the First New Deal.

d. Assess the ways in which the New Deal recast the meaning of American freedom.

e. Analyze how the New Deal benefits applied to women and minorities.

f. Explain how the Popular Front influenced American culture in the 1930s.

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 Business Culture to Great Depression: The Twenties, 1920–1932
   Chapter 21: The New Deal, 1932–1940

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

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

6. **Lesson Outline:**

   a. From Business Culture to Great Depression: The Twenties, 1920–1932
   b. The New Deal, 1932–1940

D. **Lesson Four:**

   Chapter 22: Fighting for the Four Freedoms: World War II, 1941–1945

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

   a. Explain how the United States got involved in World War II.
   b. Examine the ways the United States mustered its economic resources and promoted popular support for the war effort.
   c. Discuss the visions of America’s postwar role that began to emerge during World War II.
d. Analyze the ways in which American minorities faced threats to their freedoms at home and abroad.

e. Explain how the end of the war shaped the postwar world.

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

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

   Chapter 22: Fighting for the Four Freedoms: World War II, 1941–1945


6. Lesson Outline:

   a. Fighting for the Four Freedoms: World War II, 1941–1945

E. Lesson Five:

Chapter 23: The United States and the Cold War, 1945–1953
Chapter 24: An Affluent Society, 1953–1960

1. Learning Objectives (chapter 23): Upon successful completion of this lesson, students will be able to:

   a. Identify the events and ideological conflicts that prompted the Cold War.
   b. Explain how the Cold War reshaped the ideas of American freedom.
   c. Explain the major initiatives of Truman’s domestic policies.
   d. Analyze the effects of Cold War anticommunism on American politics and culture.

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

   a. Identify the main characteristics of the affluent society of the 1950s.
   b. Explain the ways in which the 1950s were a period of
consensus both in domestic and foreign affairs.

b. Examine the major thrusts of the civil rights movement in this period.

c. Discuss the significance of the presidential election of 1960.

d. Discuss the significance of the presidential election of 1960.

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

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

   Chapter 23: The United States and the Cold War, 1945–1953
   Chapter 24: An Affluent Society, 1953–1960

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

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

6. **Lesson Outline:**

   a. The United States and the Cold War, 1945–1953

F. **Lesson Six:**


1. **Learning Objectives (chapter 25):** Upon successful completion of this lesson, students will be able to:

   a. Identify the major events in the civil rights movement in the early 1960s.
   b. Explain the major causes and policy initiatives of the Kennedy presidency.
   c. Examine the purposes and strategies of Johnson’s Great Society programs.
   d. Discuss how the civil rights movement changed in the mid-1960s.
   e. Analyze how the Vietnam War transformed American politics and culture.
   f. Assess the sources and the significance of the rights
revolution of the late 1960s.
g. Examine the ways in which 1968 was a climactic year for the 1960s.

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


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

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

6. **Lesson Outline:**

G. **Lesson Seven:**

Chapter 27: From Triumph to Tragedy, 1989-2001

1. **Learning Objectives (chapter 26):** Upon successful completion of this lesson, students will be able to:
   a. Identify the major policies of the Nixon administration on social and economic issues.
   c. Examine the ways in which the opportunities of most Americans diminished in the 1970s.
   d. Discuss the roots of the rise of conservatism in the 1970s.
   e. Analyze how the Reagan presidency affected Americans both at home and abroad.

2. **Learning Objectives (chapter 27):** Upon successful completion of this lesson, students will be able to:
   a. Identify the major international initiatives of the Clinton
administration in the aftermath of the Cold War.

b. Explain the forces that drove the economic resurgence of the 1990s.

c. Examine the cultural conflicts that emerged in the 1990s.

d. Discuss how divisive political partisanship affected the election of 2000.

e. Examine the events surrounding the attacks of September 11, 2001.

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

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

      Chapter 27: From Triumph to Tragedy, 1989-2001


6. Lesson Outline:

   b. From Triumph to Tragedy, 1989-2001

H. Lesson Eight:

Chapter 28: A New Century and New Crises

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

   a. Identify the major policy elements of the war on terror in the wake of September 11, 2001.
   b. Explain how the war in Iraq unfolded in the wake of September 11.
   c. Analyze how the war on terror affected the economy and American liberties.
   d. Explain which events eroded support for President Bush’s policies during his second term.
e. Understand the changes voters hoped for when they elected Barack Obama.
f. Identify the major challenges of Obama’s first term.
g. Explain the prevailing ideas of American freedom at the beginning of the 21st century.

3. Learning Activities: (C5; C6; F1; F5: F9-12)
   a. Student homework and study.
   b. Class discussion.
   c. Lecture
   d. Reading Assignment:
      Chapter 28: A New Century and New Crises


6. Lesson Outline:
   a. A New Century and New Crises