HIST 1302: UNITED STATES HISTORY II
COURSE SYLLABUS

HIST 1302. United States History II. (3-3-0)
A study of the United States from Reconstruction to the present. Three credit hours.
Prerequisites: Must be TSI complete in Reading and English. F, Sp, Su. (5401025125).

Instructor: George Knight
Office Hours: immediately before or after class or by appointment only
Email: gknight@kilgore.edu
Other: instructor’s Skype (for instant messaging, video calls, and VOIP phone calls)
username is georgeknight.

COURSE RATIONALE

History is important for it tells us who we are and how the world we live in came to be
what it is. The subject provides crucial insight into present human behavior. To understand who
we are now, we need to know the record of the past and to try to understand the people and
forces that shaped it. Moreover, studying history teaches vital skills, such as reading, writing,
research, and critical thinking.

This course introduces the student to various aspects of the nature and development of the
United States. It is designed to help the student understand the heritage, culture, and traditions of
the United States. This course partially satisfies the History requirement for the A.A., A.A.T.,
and the A.S. degrees at Kilgore College.

EDUCATIONAL MATERIALS

Paperback, Combined Volume. ISBN: 0558240747 (KC custom) or ISBN:
0558258204

EVALUATION

Evaluation: There will be a total of three exams for this course. Exams will be
comprised of essay, matching, and/or true/false questions. While the vast majority of exam
material will be drawn from the lectures, approximately 20% of each exam’s material will come
from assigned reading and media presentations. Exam 3, also known as the final exam, will have
a comprehensive element to it. Exam schedule: TBA. The instructor may offer extra credit in
the form of quizzes or essays over assigned additional books.
Evaluation of Instructor. At the end of the semester, students will be given an opportunity to evaluate the instructor and the course. Approved evaluation forms are provided by the Office of Institutional Research, which is also responsible for their analysis.

Grade scale: A=90-100, B=80-89, C=70-79, D=60-69, F=59 and below.

CLASSROOM POLICIES

Attendance: Students are expected to attend class regularly and on time. The instructor may withdraw students who miss too many classes or may decide on other penalties. Students absent from class while representing Kilgore College or their respective high schools will not be penalized. Students should read the attendance policy in the Kilgore College Catalog and be aware that an instructor may drop a student from class as a result of excessive absences (6 hours). See the section above for details on the attendance policy. The dates for withdrawal and the related grades are also listed in the catalog. As a general rule, students may drop a course until 75% of the term has been completed. Students should also read the academic dishonesty section of the Kilgore College Student Handbook to be aware of potential penalties associated with dishonesty.

If a student is absent when a test or quiz is given or an assignment is due, the grade will be treated as a zero unless prior arrangements have been made with the instructor. If prior approval is not possible, a student must contact the instructor as soon as possible or a make-up will not be allowed. Students must prove they have a valid reason (such as a documented medical emergency) to be eligible for a makeup. ALL makeup work will be given at the END of the semester unless prior arrangements have been made and the format of the exam/quiz may become comprehensive or otherwise altered. No more than one makeup exam per semester will be allowed. Students are responsible for scheduling makeup work with the instructor.

Academic honesty statement: Students are requested to read about the sanctions for academic dishonesty outlined in the Kilgore College Student Handbook. It states in part that the faculty member: …may recommend penalties such as withdrawal from the course, failing the course, assignment, or in other academic work; denial of a degree and/or performing additional academic work not required by other students in the course.

Drop Date: Students are requested to read the Student Initiated Drops and Withdrawals statement of the Kilgore College Catalog which states in part: All course drops, whether instructor or student initiated, shall result in a “W” during the first 12 weeks of a long term or 21 days of a summer term. During the thirteenth and fourteenth weeks of a long term, or the twenty-second through the twenty-fought days of a summer term, such drops will result in a "W" if the student is passing or "F" if the student is failing. A student may not drop or withdraw during the last two weeks of a long semester or following the twenty-fourth class day of a summer term; however, instructors should continue to drop students for absences until final examinations begin. The last day to withdraw with a “W” during a 2 week mini semester is day 13; during a 4 week term is day 20; and during an 8 week term is day 34.
DISCLAIMER

The instructor reserves the right to make modifications in content and schedule as necessary to promote the best education possible within prevailing conditions affecting this course. Each semester students will be given an opportunity to evaluate the instructor and the course.

COMMON COURSE OBJECTIVES

Exemplary Educational Objectives:

After taking this course students must be able to:

1. Identify and evaluate significant individuals, events, and eras in the history of the U.S. or Texas.

2. Recognize and analyze political, social, and economic changes in the U.S. or Texas history.

3. Identify and evaluate causes and effects of domestic and international issues and events in U.S. or Texas history.

4. Apply relative chronology through the sequencing of significant individuals, events, and time periods in U.S. or Texas history.

HIST 1302 COURSE OUTLINE

A. Reconstruction, the West, Industrialization, and Urbanization. 1865-1896. Chapters 16-20.

Students must be able to: 1. identify and describe the major eras of this period, including Reconstruction, the "last west", the New South, and others. (1) 2. apply relative chronology through the sequencing of significant individuals and events and time periods, including presidents, Indian battles, new legislation, and others. (4). 3. recognize and analyze significant political, social, and economic changes, including industrialization, urbanization, immigration, the Social Gospel, civil rights, and others. (2) 4. identify and evaluate the impact of significant individuals, events, and technological innovations, including Andrew Carnegie, Thomas Edison, the transcontinental railroad, the telephone, and others. (1). 5. identify causes and effects of significant domestic and international issues and events, including labor union strikes, economic depressions, tariffs and others. (3).


Students must be able to: 1. identify and describe the major eras of this period, including imperialism, progressivism, World War I, the Roaring Twenties, and the Great Depression. (1). 2. apply relative chronology through the sequencing of significant individuals, events, and time periods, including presidents, constitutional amendments, wars, New Deal reforms, and others. (4). 3. recognize and analyze significant political, social, and economic changes, including third parties, women's suffrage, prohibition, the Harlem Renaissance, the stock market crash, the
welfare state, and others. (2). 4. identify and evaluate the impact of significant individuals, events, and technological innovations, including Teddy Roosevelt, Susan B. Anthony, muckrakers, the radio, Henry Ford, and others. (1). 5. identify causes and effects of significant domestic and international issues and events, including the Spanish-American War, Manifest Destiny, the Monroe Doctrine, World War I, "laissez faire" economics, the rise of Hitler, and others. (3).

C. America Since 1945. Chapters 27-32.

Students must be able to: 1. identify and describe the major eras of this period, including the war years, sixties, the Reagan years, the Cold War, and others. (1). 2. apply relative chronology through the sequencing of significant individuals, events, and time periods, including presidents, wars, new legislation, and others. (4). 3. recognize and analyze significant political, social, and economic changes, including Civil Rights reforms, the war on poverty, the religious right, and others. (2). 4. identify and evaluate the impact of significant individuals, events, and technological innovations, including John Kennedy, Martin L. King, the Rock & Roll era, television, and others. (1). 5. identify causes and effects of significant domestic and international issues and events, including the Korean War, Vietnam, the U.S.S.R., illegal drugs, the United Nations, and others. (3).