



HIST 1302.033 United States History II

Course Syllabus: Spring 2025

"Northeast Texas Community College exists to provide personal, dynamic learning experiences, empowering students to succeed."

Dr. Andrew Paul Yox

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Weekends
	8 a.m. to 5 p.m.	9:40 a.m. to 5 p.m.	8 a.m. to 5 p.m.	9:40 a.m. to 5 p.m.	8-12 a.m.	Call or Email.

The information contained in this syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

Catalog Course Description: 3 credit hours.

Lecture: Three hours of class each week, 8 a.m. Tuesday/Thursday H-129, 24 March to 15 May.

Online Component Three-Hours each week in Hybrid Format for Eight Weeks.

Course Description: A survey of the social, political, economic, cultural, and intellectual history of the United States from the 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.

Required Textbooks Online in Blackboard:

Davidson et. al, *Experience History*. Publisher: McGraw Hill. Let me know asap if this textbook is not accessible from the Landing Page of our Blackboard site for you.

Required Consultation of Sources:

For the research essay due at the end of the semester, consult four books, articles, and/or other sources written or produced by experts (Secondary Sources), and at least two Primary Sources. Primary Sources are first-hand accounts produced by participants of the event in history you assess. Primary Sources may include old photographs or political cartoons (on Google Images); autobiographies, books containing letters, special collections such as the *Texas Handbook* and *World War II Museum* that are available online, artifacts that can be viewed online such as old-model telephones and radios, and statistics from America’s decennial censuses that are online. Google Books has many entire monographs of older books, often those printed before 1960.

State Mandated Course Objectives:

At the close of this course, students should be able to:

1. **Create an argument through the use of historical evidence (CO 1).**
2. **Analyze and interpret Primary and Secondary Sources (CO 2).**
3. **Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States History (CO 3).**

Tools of Assessment: NTCC Departmental Evaluation:

At the close of this course:

1. Students should be able to employ appropriate methods and technologies to conduct basic research on a topic related to U.S. history after 1865, and construct an original argument.
2. Students should be able to recognize and utilize both Primary and Secondary Sources.
3. Students should be able to analyze and assess key trends, personalities, and events in modern American history, and score over 80 percent in an end-of-class evaluation of basic facts.

Important Topics and Questions:

Part I. 1865-1900. Chapter 17-21 in Davidson Textbook.

"Why Look at Modern American History?" Does History Matter? "The 'Forgettable Presidents' of the Late 19th Century," Should we reclaim these "lost" presidents? "Business Titans and the Rise of Corporate America" How important is money in our society? "The Golden Age of American Morality: Victorian Culture" Was Victorianism idealistic or foolish? "Populist Revolt" Are we better off now that the family farmers lost their struggle?

Part II. 1900-1929. Chapters 22-24 in Davidson Textbook

"The Progressive Imperative to Save the City" What problems can our society solve? "Progressive Presidents" How might we consider the rise of the American state and liberalism? "American Imperialism 1890-1917" Can a democracy engage in a rational foreign policy? "Wilson's Great Quest to Win the World for Democracy" Was our entry in this war noble? "Jazz Age Culture (1920s)" Is a stronger mainstream culture good for America?

Part III. 1930-2000. Chapters 25-32 in Davidson Textbook

"The New Deal" Did the New Deal solve the problems it was created to address? Was it worth it? "The Anxieties of America in the Depression" Does the American system depend on threats? "World War Two: America's Ultimate Challenge" How did the U.S. win, losing relatively so few? "The Cold War" Does the United States incite modern terror? "The Eisenhower Years" Is modern civilization capable of solving modern existential dilemmas? "The Civil Rights Movement" How necessary is

agitation in the attainment of social goals? "Kennedy and Johnson (1960s)" Did the 'Great Society' vision contain the seeds of failure? "Vietnam and the Counterculture" Did anyone win the cultural wars of the 1960s? "Special Session: Debating the 1960s" War, drugs, sex. Be a 1960s personality; express yourself. "Nixon through Clinton" Does Presidential leadership make a difference? "Modern Topics" Will the United States get better or worse? "Trends in Religion" Can we speak of a secularization of modern American society?

Evaluation/Grading Policy:

Four Major Grades contribute equally (25 percent each) to the Final Grade:

1. Class Grade. Includes Sunday@6 p.m. assignments: Discussion Boards, Quizzes, and Ideophanies (research exercises), and attendance.
2. Early Tests Grade. Includes Tests over Unit I (Chapters 17-21) and Unit II (Chapters 21 on Imperialism -24). First half of course.
3. Final Exam. Includes last half of course. Unit III. Chapters 25-32.
4. Final Research Essay (at least 1,100 words on a topic in modern American history).

Sections I and II above are determined by a compilation of Minor Grades:

- A. Section I is determined by the average of the following ten minor scores: Your homework scores (six grades for the six weeks of normal homework), your rough draft (one grade) and attendance (counting for three grades). Attendance is the percentage of classes attended.
- B. Section II is determined by the average of the first two test scores

Tardiness, Absences, and your Grade:

If you do not email me at ayox@ntcc.edu about the reason for your absence before a given class, or test or before an assignment is due, you can lose points at a rate of one per day until tests and assignments are made up. Missed tests can always be taken at the Testing Center at the NTCC main campus.

Withdrawals

Course type	Section	Census	Last day for W
8 Weeks	1302.033	31 March	1 May

Tests/Exams:

First Test over Unit I. The Gilded Age 1865-1900. Chapters 17-21 in Text.
 Second Test over Unit II. Progressivism through the 1920s. Chapters 22-24 in Text.
 Finals Week over Part III. 1933 to the Present. Chapters 25-32 in Text.

Assignments:

Part I.

Chapters 17-21 in *Experience History*

Part II.

Chapters 22-24 in *Experience History*

Part III.

Chapters 25-32 in *Experience History*

Blackboard:

Our class Blackboard site has the browse buttons to submit our weekly Sunday@6 homework: On most weeks this includes a Discussion Board, Quiz, and two research exercises known as Ideophanies. Ideophanies consist of a student-crafted question, a 150-word answer with at least ten specifics, a concept name for the answer, and a citation of a Primary or Secondary Source. I will explain what the online component entails in more depth during the first two face-to-face sessions. Our Blackboard site also has browse buttons to upload the Trial Draft, and the Final Essay. You can also check the grade center for your running averages. Our Blackboard site also contains help files for the tests, and the essay due at the end of the semester. On Blackboard, for example, there are collections of PowerPoints for the lectures, key specifics for each class, examples of quality essays, and other hopefully helpful but optional materials. Let me know at ayox@ntcc.edu how I can get Blackboard to further serve you, or help you attain success with this course.

Student Responsibilities/Expectations:

Read the course **Syllabus**, and the **Rubrics for the Class**--printed separately, for the basic requirements and grading policy of the course. You will receive a quiz on these two documents. You should also keep and utilize our class schedule which I will also pass out separately on the first day.

Other Course Policies, and Opportunities:

Library Card: If you do not have a library card, please apply for a library card at our NTCC library or other local libraries in the first week, so that you can take advantage of its real-book resources to do research. One can usually use online resources of the NTCC library through your NTCC portal.

Trial Draft and Final Essay: You will be asked to complete a 'First' or 'Trial' Draft of your research paper two weeks before the Final Essay is due. The Final Essay for the research paper is due on the Friday of Finals Week, so getting the paper late will result in an incomplete for the course.

Suppose you are unhappy with the results of your Trial Draft. Feel free to upload more than one Draft. Keep in touch with me through email at ayox@ntcc.edu to obtain quicker feedback. One purpose of the Trial Draft is to get enough feedback so that you can gain a clear idea of how you could earn a high

'A' on the Final Essay.

Bonnie Spencer Contest: We have an annual contest in history in May with \$50 as the first-prize for the best essay in history. Let's talk if you are interested!

McGraw Hill Poster Contest: We have an annual poster contest at the end of the first week in May. First Prize is \$400. It is very competitive as all of the college's honors students have to participate. However please contact me if you are interested in utilizing your Final Essay for this course to compete in this contest! I would be honored to be your mentor for this.

Honors Possibility: This is not an honors course. You will be graded like other entering freshmen in History 1301 throughout the state of Texas. However, this course has an optional honors component, if you desire it. In these days when university admissions officers can often spot "easy classes," an 'H' on your transcript furnishes proof that you have not simply taken a few obvious multiple-guess tests, and can creatively go beyond normal expectations. For our course, a twelve-rather than five-page research paper, and one on Texas History would constitute an Honors-level achievement. I say, "Texas History" because it is a lucrative compartment of U.S. history which furnishes the best chances for real student success. Obtaining an 'A' or 'B' on the paper would constitute the grade of 'H' that would appear on your transcripts. Such a grade could also be a step in the direction of joining NTCC's prize-winning honors program, and submitting your work for the Caldwell prize in Texas History.

Since 2010, eleven NTCC students have won exclusive Jack Kent Cooke transfer scholarships (Now \$165,000 for three years). All eleven of the winners—Clara Ramirez, Stephani Calderon, Stephen Milburn, Matthew Jordan, Kayleah Cumpian, Angelica Fuentes, Jessica Velazquez, Alicia Cantrell, Brenda Godoy, Daniel Landaverde, and Aaliyah Avellaneda, completed major projects in history with me that helped win these scholarships.

Alternate Operations During Campus Closure and/or Alternate Course Delivery Requirements: In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Northeast Texas Community College to move to altered operations. During this time, Northeast Texas Community College may opt to continue delivery of instruction through methods that include, but are not limited to, online through the Blackboard Learning Management System, online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor NTCC's website (<http://www.ntcc.edu/>) for instructions about continuing courses remotely, Blackboard for each class for course-specific communication, and NTCC email for important general information.

Additionally, there may be instances where a course may not be able to be continued in the same delivery format as it originates (face-to-face, fully online, live remote, or hybrid). Should this be the case, every effort will be made to continue instruction in an alternative delivery format. Students will be informed of any changes of this nature through email messaging and/or the Blackboard course site.

NTCC Academic Honesty Statement:

"Students are expected to complete course work in an honest manner, using their intellects and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. NTCC upholds the highest standards of academic integrity. This course will follow the NTCC Academic Honesty policy stated in the Student Handbook."

Academic Ethics

The college expects all students to engage in academic pursuits in a manner that is beyond reproach. Students are expected to maintain complete honesty and integrity in their academic pursuit. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. Refer to the student handbook for more information on this subject.

ADA Statement:

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to request accommodations. An appointment can be made with the Academic Advisor/Coordinator of Special Populations located in Student Services. The advisor can be reached at 903-434-8264. For more information and to obtain a copy of the Request for Accommodations, please contact Sheila Eddy (seddy@ntcc.edu) or query the NTCC website on Special Populations (<Special Populations. NTCC>).

Family Educational Rights and Privacy Act (FERPA):

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

Care at NTCC: Are you struggling with deep emotional issues? Email care@ntcc.edu for help. Do you need a hotspot at home? Try that same email, or ithelp@ntcc.edu. Is your laptop the issue? Try ithelp@ntcc.edu. Do you need help with Blackboard? Email: Jennifer Perez at jperez@ntcc.edu. You may also text the computer tech help people at 903-434-8140. Are you going hungry? Check out the Eagle Food Pantry.