JEFFERSON COLLEGE
COURSE SYLLABUS

HST104H
HONORS U.S. HISTORY II FROM RECONSTRUCTION
3 Credit Hours

Prepared by:
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HST104H Honors U.S. History II from Reconstruction

I. CATALOGUE DESCRIPTION

A. Prerequisite: Honors Program admission; reading proficiency

B. 3 semester hours credit

C. Honors U.S. History II from Reconstruction shows the development of the United States reconstruction to the present. It is designed to help students understand and function in their society. U.S. History II partially meets the history and political science requirement for the AA and AAS degrees. U.S. History II fulfills the Missouri and U.S. Constitution requirements. (F, S,)

II. EXPECTED LEARNING OUTCOMES/CORRESPONDING ASSESSMENT MEASURES

<table>
<thead>
<tr>
<th>Expected Learning Outcomes</th>
<th>Assessment Measures</th>
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<tbody>
<tr>
<td>Examine and interpret the historical process as an academic discipline and apply the perspectives, knowledge, and tools of the discipline</td>
<td>Class discussion, Textbook reading, Primary source document analysis, Periodic examinations</td>
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<tr>
<td>Place current events in a historical framework, while demonstrating the use of critical thinking techniques, such as reading, writing, problem solving, analysis, and synthesis, with the ability to demonstrate these critical thinking skills orally and in writing</td>
<td>Class discussion, Essay writing, Primary source document analysis, Essay writing, Periodic examinations</td>
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<tr>
<td>Outline the basic concepts, ideals, values, institutions, traditions, trends, and perspectives (political, economic, social, and cultural) that are continuous in American history and place those in a historical framework</td>
<td>Class discussion, Documentary analysis, Primary source document analysis, Pop quizzes, Novel or oral history assignment, Periodic examinations</td>
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<tr>
<td>Differentiate the continuing paradoxical relationships in American history that include multiculturalism and nativism, conservatism and liberalism, bigotry and freedom, internationalism and isolation amongst others</td>
<td>Class discussion, Documentary analysis, Primary source document analysis, Pop quizzes, Novel or oral history assignment, Periodic examinations</td>
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<tr>
<td>Define the nature of key social, economic, political, cultural, and other problems facing the United States today and in the future, and identify the dynamics of cultural conflict, resolution, and toleration</td>
<td>Class discussion, Primary source document analysis, Pop quizzes, Periodic examinations</td>
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<tr>
<td>Demonstrate an understanding of the Constitutions and governmental systems of the United States and Missouri as required by law</td>
<td>Class discussion, Multi-section assessment quiz</td>
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III. OUTLINE OF TOPICS

A. Unit I: The rise of industrial America
   1. Reconstruction
   2. Settling of the American West
   3. The Industrial Revolution
   4. The rise of the industrial city
   5. Daily, popular, and high culture in late nineteenth century America
   6. Agrarian reform and Gilded Age politics

B. Unit II: The U.S. becomes a World Power
   1. American imperialism
   2. The Progressive Era
   3. World War I
   4. The 1920s
   5. The Great Depression

C. Unit III: The Age of Liberalism
   1. The New Deal
   2. World War II
   3. The Cold War
   4. The 1950s
   5. The 1960s

D. Unit IV: Recent America
   1. The 1970s and the decline of liberalism
   2. The conservative resurgence
   3. An economic transformation—financing information technology and globalization
   4. The 1990s
   5. The global challenge of economic interdependence, terrorism, and the environment

IV. METHODS OF INSTRUCTION

A. Lecture

B. Class discussion

C. Film and video analysis

D. Internet research

E. Historical analysis (i.e., primary source document exercises)
F. Reading of required texts and other materials

G. Multimedia presentations

V. REQUIRED TEXTBOOK


OR


B. A supplemental text or novel (choice left to instructor)

VI. REQUIRED MATERIALS

A. Textbook

B. Other required readings

C. Daily access to course Blackboard page

D. Access to newspapers, periodicals, and the internet

VII. SUPPLEMENTAL REFERENCES

A. Library resources
   1. Present offering
   2. Journals
   3. Video/audio tapes
   4. Software
   5. Other

B. Internet resources linked to course Blackboard page

VIII. METHODS OF EVALUATION

A. Periodic examinations, consisting of written essays and objective questions

B. Class participation

C. Outside reading analysis

D. Special projects, as required
E. Essay assignments
F. Pop quizzes
G. Attendance and participation in class
H. Multi-section Constitution assessment
I. Extra credit, not to exceed 10% of total course points

GRADING SCALE
A – consistent excellence in academic work/nearly perfect attendance/zero tardiness
B – superior academic work/few absences/little tardiness
C – average academic work
D – below average academic work
F – failing/miss 15% or more of class meetings

IX. ADA AA STATEMENT

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (Library; phone 636-481-3169).

X. ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the Student Handbook (See College website: http://www.jeffco.edu/jeffco).

XI. ATTENDANCE POLICY

Regular and punctual attendance is expected of all students. Any one of these four options may result in the student being removed from the class and an administrative withdrawal being processed: (1) Student fails to begin class; (2) Student ceases participation for at least two consecutive weeks; (3) Student misses 15 percent or more of the coursework; and/or (4) Student misses 15 percent or more of the course as defined by the instructor. Students earn their financial aid by regularly attending and actively participating in their coursework. If a student does not actively participate, he/she may have to return financial aid funds. Consult the College Catalog or a Student Financial Services representative for more details.

XII. OUTSIDE OF CLASS ACADEMICALLY RELATED ACTIVITIES

The U.S. Department of Education mandates that students be made aware of expectations regarding coursework to be completed outside the classroom. Students are expected to spend substantial time outside of class meetings engaging in academically related activities such as
reading, studying, and completing assignments. Specifically, time spent on academically related activities outside of class combined with time spent in class meetings is expected to be a minimum of 37.5 hours over the duration of the term for each credit hour.

Example: Since this class is a face-to-face, 16-week, 3 credit hour class, the expectation is that 112.5 hours be spent on academically related activities over the 16 week period. The class meets face-to-face for 37.5 hours over the 16 weeks, so it is expected that 75 hours be spent on outside-of-class activities. This means you should spend about 6-9 hours per 3 credit hour class each week reading the textbook, completing assignments, studying for exams, etc.