

El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA	<u>History</u>								
COURSE RUBRIC AND NUMBER	<u>HIST 1302</u>								
COURSE TITLE	<u>History of the United States Since 1865</u>								
COURSE CREDIT HOURS	<table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>:</u></td> <td style="text-align: center;"><u>0</u></td> </tr> <tr> <td style="text-align: center;">Credits</td> <td style="text-align: center;">Lec</td> <td></td> <td style="text-align: center;">Lab</td> </tr> </table>	<u>3</u>	<u>3</u>	<u>:</u>	<u>0</u>	Credits	Lec		Lab
<u>3</u>	<u>3</u>	<u>:</u>	<u>0</u>						
Credits	Lec		Lab						

I. Catalog Description

Surveys 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. **Prerequisite: READ 0309 or INRW 0311 or ESOL 0340 or by placement exam or ENGL 1301 with a “C” or better or ENGL 1302 with a “C” or better. (3:0).**

II. Course Objectives

Upon satisfactory completion of this course, the student will be able to:

A. Unit One—Reconstruction, 1861-1877

1. Explain how various reconstruction plans succeeded or failed and how these plans impacted the Nation .

B. Unit Two – Evolution of the Industrial United States, 1870-1900

1. Explain how the rise of corporations, heavy industry, and mechanized farming transformed the American people.
2. Analyze the massive immigration after 1870 and how new social patterns, conflicts, political philosophy and ideas of national unity developed amid growing cultural diversity.
3. Discuss the rise of the American labor movement and how political issues reflected social and economic changes.
4. Discuss the rise of the American farm movement and how political issues reflected social and economic changes.
5. Examine federal Indian policy and United States foreign policy after the Civil War.

C. Unit Three – The Emergence of Modern America, 1890-1930

1. Analyze how Progressives and others addressed problems of industrial capitalism, urbanization, democracy, and political corruption.
2. Describe the changing role of the United States in world affairs through World War I.
3. Explain how the nation changed from the end of World War I to the eve of the Great Depression.

D. Unit Four —The Great Depression and World War II, 1929-1945

1. Explain the causes of the Great Depression and how it affected American society.
2. Discuss how the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state.
3. Analyze the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs.

E. Unit Five – The United States in the Post-World War II Era, 1945 to early 1970s

1. Examine the economic boom and social transformation of postwar United States.
2. Describe how the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.
3. Analyze United States domestic policies after World War II.
4. Discuss the struggle for racial and gender equality, other reforms [such as environmentalism] and the extension of civil liberties.

F. Unit Six – Contemporary United States, 1968 to the Present

1. Explain recent developments in foreign and domestic politics.
2. Discuss economic, social, and cultural developments in contemporary United States.

III. THECB Learning Outcomes (ACGM)

Upon successful completion of this course, students will:

1. Create an argument through the use of historical evidence.
2. Analyze and interpret primary and secondary sources.
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

IV. Evaluation

A. PREASSESSMENT

Due to the nature of history there is no challenge exam for the course. A reading test can be given in HIST 1302 to determine preparedness of students. Individual instructors may

use a unit preassessment at their own discretion. Note will be made of this in their personal syllabi.

B. POSTASSESSMENT

The instructor will maintain records of each student's progress. Number and type of exams will be determined by each instructor. Information on this will be in the instructor's syllabi.

C. REMEDIATION

Instructor will determine remediation and make-up policies. Note will be made of these policies in individual syllabi.

D. GRADING

Grades will be determined by individual instructors based on student performance. Information regarding grading policy will be included in the instructor's syllabi.

V. Disability Statement (American with/Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024)

VI. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.