



RANGER COLLEGE  
RANGER, TEXAS

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COURSE SYLLABUS

**US HISTORY**

**HIST 1302**

**3 credit hours**

**Spring 2019**

**INSTRUCTOR:**

**Kathleen Flournoy**

# Hist 1302 2019

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INSTRUCTOR: Kathleen Flournoy  
EMAIL: kflournoy@rangercollege.edu  
PHONE: 254-647-7049  
HOURS: M/W: 3-5; T/R: 10:30-11:00, 3-5 and by appointment

## **I. Texas Core Curriculum Statement of Purpose**

Students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advanced intellectual and practical skills that are essential for all learning.

## **II. Course Description**

This is a course in United States history stressing the planning and development of the English colonies in America, the struggle for independence, the establishment of the Constitution, national territorial expansion, the rise of Jacksonian democracy, the slavery controversy, the Civil War and Reconstruction.

## **III. Required Background or Prerequisite**

This course requires strong reading skills and a passing grade on the reading portion of the TSI or equivalent exam.

## **IV. Required Textbook and Course Materials**

Brands, Breen, Williams, Gross. *American Stories: A History of the United States*. Pearson Education, Inc., 2015, 3rd edition. ISBN: 13-978-0-205-95842-9  
Various articles available on Blackboard.

## **V. Course Purpose**

Courses involve the interaction among individuals, communities, states, the nation and the world, considering how these interactions have contributed to the development of the United States and its global role.

## **VI. Learning Outcomes**

Upon 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.

## VII. Core Objectives

This course meets the following of the six Core Objectives established by Texas:

- Critical Thinking Skills (CT)** – Creative thinking, innovation, inquiry, and analysis; evaluation and synthesis of information
- Communication Skills (COM)** – effective development, interpretation and expression of ideas through written, oral, and visual communication
- Empirical and Quantitative Skills (EQS)** – The manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Teamwork (TW)** – The ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- Social Responsibility (SR)** – Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- Personal Responsibility (PR)** – The ability to connect choices, actions, and consequences to ethical decision-making

## VIII. Methods of Instruction

This is a multimedia class. Media include lectures, discussions, videos, electronic documents (pdf, doc), PowerPoints, group projects, etc.

## IX. Methods of Assessment

Each of these assessments addresses one or more of the Core Objectives: Critical Thinking Skills (**CT**), Communication Skills (**COM**), Empirical and Quantitative Skills (**EQS**), Teamwork (**TW**), Personal Responsibility (**PR**), Social Responsibility (**SR**).

**Essays (CT, COM):** Students will write 1 essay and participate in essay-related activities prescribed by the instructor. This essay will be evaluated by the ability to develop a thesis statement in the introduction, support the thesis statement in the body, and demonstrate unity and focus. This essay will demonstrate the student's proper use of grammar, punctuation, sentence structure, and spelling. The assignment will be composed during allocated time periods.

**Participation (PR, TW):** Students will receive a daily grade based on attendance and class participation.

**Reading and classwork (PR, COM):** Students are expected to complete assigned readings outside of class and come prepared to discuss what they have read.

**Quizzes (CT, COM)** Students will complete short weekly quizzes or assignments based on textbook chapters.

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Projects (**PR, COM, TW**) The student will participate in one major power point project and the second project will be the final exam essay.

Mid Term (**CT, COM**): The student will take a mid-term exam.

Final Exam (**CT, COM**): The student must pass the final exam in order to pass the course.

Grading scale: A = 90-100%    B = 80-89    C = 70-79    D = 60-69    F = Below 60

### **X. Course/Classroom Policies**

1. If the student has the equivalence of three weeks of unofficial absences in a course in which he/she is currently enrolled, the instructor may drop the student with a grade of "F." Unofficial absences are counted from the first day of class as listed in the College Calendar, regardless of the date of the student's registration. The only official absence is an authorized College activity. All work and/or assignments missed because of an official absence must be completed within two weeks, or the official absence will count as unofficial.
2. Missing papers will received a grade of 0.
3. Students are expected to participate in class discussions and come to class having completed the assigned readings.
4. Any assignment reflecting cheating, plagiarism or any other form of academic dishonesty will receive a grade of zero. A second instance of plagiarism results in automatic failure of the class.
5. Adult behavior is expected of all students at all times. Misconduct, including sleeping in class, will be punishable by immediate dismissal from class.
6. Tutoring is available upon request.
7. Cell phones, laptops, tablets and other devices are only to be used on class projects as requested by the instructor. Other use is prohibited.

### **XI. Course Outline/Schedule**

Week 1: Introduction to class and syllabus, What Color is Your Brain Quiz, and Examination of the conflict over the West (Chapter 17)

Week 2: Examining the rapid post-Civil War industrialization and its effects.(Chapter 18)

Week 3: Development of the Urban Environment (Chapter 19)

Week 4: The political realignment in the Gilded Age (Chapter 20)

Week 5: The expansion around the world in the Gilded Age through early 20<sup>th</sup> century (Chapter 21)

Week 6: The Development of the Progressive Era and its presidents (Chapters 22 &23)

Week 7: Examining causes and effects of World War I (Chapter 24)

Week 8: Looking at the transition to the modern world in the 1920s (Chapter 25)

Week 9: The Great Depression and New Deal Chapter 26); Midterm Exam

- Week 10: Foreign policies in the 1920s through the 1940s (Chapter 27)
- Week 11: The onset of the Cold War (Chapter 28)
- Week 12: Social and Economic changes during the early Cold War (Chapter 29)
- Week 13: Social Upheaval of the 1960s (Chapter 30)
- Week 14: The rise of the new conservatism (Chapter 31)
- Week 15: The last of the 20<sup>th</sup> and beginning of the 21<sup>st</sup> centuries (Chapter 32)
- Week 16: Review for final exam

### **XII. Non-Discrimination Statement**

Admissions, employment, and program policies of Ranger College are nondiscriminatory in regard to race, creed, color, sex, age, disability, and national origin.

### **XIII. ADA Statement**

Ranger College provides a variety of services for students with learning and/or physical disabilities. Students are responsible for making initial contact with the Ranger College Counselor, Gabe Lewis (glewis@rangercollege.edu). It is advisable to make this contact before or immediately after the semester begins.