INSTRUCTIONS FOR HISTORY 1302 CRN 31777

INSTRUCTOR: PROF. DONALD VON DOHLEN, B.A.; M.A.; TH.M.

TEXTS: ERIC FONER, GIVE ME LIBERTY: AN AMERICAN HISTORY, FROM 1865 (SEAGUL, THIRD EDITION); AND FACULTY OF HCC, EDITORS AND COMPILERS, AMERICAN PERSPECTIVES: READINGS IN AMERICAN HISTORY, VOLUME II (E-TEXT), AND A BIOGRAPHY, NO COLOR IS MY KIND BY THOMAS COLE; (AVAILABLE FREE FROM THE HCC LIBRARY ON-LINE AS AN E-BOOK. ALSO AVAILABLE AT THE PUBLIC LIBRARY AND ON LINE BOOKSELLERS.). (Contact me by email at much2choosy@yahoo.com)

INSTRUCTIONS: This course covers American history from 1865 through the present day. The method of the course is lecture and class discussion. You will need to take notes and thus to be here. Participation (including attendance) is part of the grade. You are also responsible for four reading assignments throughout the course consisting of readings from the e-reader, American Perspective, Volume II, zerox copies of three readings and two essays based on your book or monograph by Thomas Cole. Due dates are on the syllabus. You will have a mid-term test and a cumulative final exam. We will also watch an occasional video. Test questions are identify/define and short answer/short essay except for the cumulative portions of the final, which will be more objective. Course evaluations are as follows:

Mid-term—30% (At least 60% written work, not including lists and identifies)
Reading assignments—30% (100% written work)
Participation—10%
Final exam—30% (50% written work)
Total—100% (63% written work)

SYLLABUS
(THE SYLLABUS CHAPTERS ARE FROM THE TEXTBOOK. READING ASSIGNMENTS TO BE TURNED IN ARE FROM THE E-READER unless otherwise noted.)

JAN 14/16 (Review) CHAPTER FIFTEEN: RECONSTRUCTION AND THE NEW SOUTH; INTRODUCTION TO THE COURSE AND TO HISTORY. OVERVIEW OF THE LATE NINETEENTH CENTURY.
JAN 21 MLK DAY HOLIDAY—NO CLASSES
FEB 4/6 COMPLETE CHAPTER SIXTEEN. CHAPTER SEVENTEEN: FREEDOM’S BOUNDARIES AT HOME AND ABROAD, 1890-1900. VIDEO, THE ROUGH RIDERS
READING ASSIGNMENT 1—DUE FEB 13:

Leon F. Litwack, “Slaves No More” (zeroxed)
Leon F. Litwack, “Trouble in Mind: Black Southerners in the Age of Jim Crow” (zeroxed)
“The Great Railroad Strike of 1877”
Ida Tarbell, “The Oil War of 1872”
Joel A. Tarr, “Urban Pollution—Many Long Years Ago”

SEE NEXT PAGE.
READING ASSIGNMENT 2—DUE MAR 7 (OR AFTER SPRING BREAK, IF NEEDED):
Upton Sinclair, *The Jungle* (Excerpt)
“The Galveston Hurricane of 1900”
Samuel Clemens, “Comments on the Moro Massacre
John Milton Cooper, “Big Stick Abroad”
Gabriel Kolko, “Meat Inspection: Theory and Reality”
Meirion and Susie Harries, “When Johnny Comes Marching Home”
Michael R. Boston, Jr., “Houston’s Working Class and the Origins of Organized Labor in the Bayou City”

READING ASSIGNMENT 3—DUE APRIL 17:
Edward Robb Ellis, “The Bonus Army Invades Washington”
Stephen Ambrose and Douglas Brinkley, “The Twisting Path to War” (Zeroxed)
Robert H. Abzug, “Mauthausen”
“The Atlantic Charter”
Cole, Thomas, *No Color is My Kind* (available as a free e-book from the HCC Library online). Do the first half of the book for this assignment.

READING ASSIGNMENT 4—DUE MAY 8:
Charles L. Mee, Jr. “A Good Way to Pick a Fight”
Michael J. Bennett, “The GI Bill of Rights”
George Herring, “The Legacy of Vietnam”
Martin Luther King, Jr., “Letter from a Birmingham Jail”
Cole, Thomas, *No Color is My Kind*, second half

Read each essay or document and write one or two pages summarizing the reading and responding to it. I want you to state the author’s argument and comment upon how well he sustains it. I suggest the following outline:

I. Introduction, including a thesis statement: one paragraph
II. Body of main points developing your argument about the reading two or more paragraphs
III. Conclusion, coming from what you have already written, one paragraph

BECAUSE OF STATE LAW AND CURRENT HCCS POLICY, TO GET A “W” FOR THIS COURSE, YOU MUST WITHDRAW IN WRITING BY 4:30 PM ON APRIL 1.

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The
anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

Learning objectives for history students at HCCS:

Each student successfully completing this course

• Will be able to create an argument through the use of historical evidence
• Will be able to analyze and interpret primary and secondary sources
• Will be able to analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history
• Will be able to understand the importance of chronology and how earlier ideas and events shaped later events.

SUCH SUCCESSFUL STUDENTS WILL ALSO BE ABLE TO ACCOMPLISH THE FOLLOWING TASKS.

Course (Student) Learning Outcomes for History 1302:

1. Explain the features of the Gilded Age and the issues on society, culture, and politics
2. Summarize Industrialism and Urbanization
3. Analyze the New South and Jim Crow
4. Explain Populism and Progressivism
5. Identify the causes and effects of WWI and the US
6. Discuss America between the wars
7. Identify the causes of WW2 and the Cold War
8. Discuss Post-war America at home
9. Discuss Post-modern America