

CORE CURRICULUM COMPONENT APPLICATION
Texarkana College

Part I: Course Information

Course Type

- Existing/Restructured
 New Course

Course Prefix & Number: **HIST 1302**

Texas Common Course Number (TCCN): **1302**

Course Title: **United States History II**

Course Catalog Description

Review of political, economic, and social trends. Second Semester: History of the United States from 1877 to present.

Course Prerequisites:

Successfully completed the reading portion of the TSI Test.

Available Online?

- Yes
 No

Part II: THECB Course Objectives [Sample Syllabus](#)

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.

Part III: THECB Skill Objectives

- 1. Critical Thinking Skills:** include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- 2. Communication Skills:** include effective development, interpretation and expression of ideas through written, oral and visual communication
- 3. Social Responsibility:** include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- 4. Personal Responsibility:** include the ability to connect choices, actions and consequences to ethical decision-making

CORE CURRICULUM COMPONENT APPLICATION
Texarkana College

Part IV: Course Student Learning Outcomes (SLO) [SLO Attachment](#) & [Post Test](#)

Upon successful completion of this course, the student will:

1. Create an argument through the use of historical evidence (Questions 1-2, 5-6)
2. Analyze and interpret primary and secondary sources (Questions 3-4)
3. Analyze the effects of Reconstruction on the political, economic, and social life of the nation (Questions 7-11)
4. Describe westward expansion (Questions 12-16)
5. Understand the emergence of the United States as a world power between 1898-1920 (Questions 17-21)
6. Explain the effects of industrialization on the political, economic, and social life of the United States (Questions 22-26)
7. Describe the advance of the reform movements (Populism, Progressivism) and their success and failures (Questions 27-31)
8. Identify the major causes of World War I and America's involvement in that conflict (Questions 32-36)
9. Identify the major events of the 1920s and the 1930s and assess their influence on the country (Questions 37-41)
10. Identify the major causes of World War II and America's involvement in that conflict (Questions 42-47)
11. Recognize the major social developments of the mid-to-late 20th century such as Civil Rights, Feminism, etc. (Questions 48-52)
12. Recognize the major political and military developments of the late 20th century such as the Cold War, Vietnam, etc. (Questions 53-56).

Skill Objective:	Critical Thinking Skills: include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
THECB Course Objective	<ol style="list-style-type: none"> 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.
Course Student Learning Outcome	1-12. Students will create an argument through the use of historical evidence; interpret primary and secondary sources; and analyze the effect of historical forces from Reconstruction until military developments of the late 20 th century and early 21 st century.
General Learning Activities	Students will complete a Primary Source review paper as a way to examine an original document

CORE CURRICULUM COMPONENT APPLICATION
Texarkana College

	from a historical event and time period. Also, students will be taught to think critically and analytically, and to ask appropriate questions about different historical groups who contributed to the making of a modern American nation state and culture.
Assessment <i>Must Include Assignment & Rubric</i>	Critical Thinking will be addressed through exams and writing assignments. Also, the students will complete a Primary Source review paper as a way to examine an original document from a historical event and time period. The students will examine American political, economic, social, and cultural history and form conclusions based on the information presented to them. Primary Source review assignment (sample attached), and the U.S. History 1302 Comprehensive Post-Test . Rubric: Attached .

Skill Objective:	Communication Skills: include effective development, interpretation and expression of ideas through written, oral and visual communication
THECB Course Objective	<ol style="list-style-type: none"> 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.
Course Student Learning Outcome	1-12. Students will create an argument through the use of historical evidence; interpret primary and secondary sources; and analyze the effect of historical forces from Reconstruction until military developments of the late 20 th century and early 21 st century.
General Learning Activities	Students will learn through the use of historical materials such as Primary and Secondary sources to critically evaluate the time periods in which these materials and documents originated. Also, Communication Skills will be addressed through the reading and discussion of historical texts, attending lectures, question and answer periods

CORE CURRICULUM COMPONENT APPLICATION

Texarkana College

	during class; and visual aids such as videos and photographs which will be used during the presentation of the course material.
Assessment <i>Must Include Assignment & Rubric</i>	Students will complete a Primary Source review paper as a way to examine an original document from a historical time period. Example: "Letter from Birmingham City Jail" by Martin Luther King, Jr. Also, other assessments include group discussions and the U.S. History 1302 Comprehensive Post-Test . Rubric: Attached .

Skill Objective:	Social Responsibility: include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
THECB Course Objective	<ol style="list-style-type: none"> 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.
Course Student Learning Outcome	<ol style="list-style-type: none"> 1. Create an argument through the use of historical evidence. 2. Analyze and interpret primary and secondary sources. 7. Describe the advance of the reform movements (Populism, Progressivism) and their success and failures. 11. Recognize the major social developments of the mid-to-late 20th century such as Civil Rights, Feminism, etc.
General Learning Activities	Social Responsibility will be addressed as students learn about the ways in which individuals and groups in the past made decisions aimed at promoting civil discourse, civic participation, and other social values so as to improve society for all. Students will identify how the Civil Rights movement of the 1950s and the early 1960s transform race relations in the areas of education, public accommodations, and

CORE CURRICULUM COMPONENT APPLICATION

Texarkana College

	<p>political rights. They will discuss U.S. Supreme court cases such as <u>Brown v. Board of Education of Topeka</u> and Congressional legislation such as the 1964 Civil Rights act. Also, students will discuss the values and beliefs of the Progressives and their influence on American politics and government.</p>
<p>Assessment <i>Must Include Assignment & Rubric</i></p>	<p>Students will complete multiple choice or essay based exams on Social Responsibility information acquired during class. Also, students will complete a Primary Source review paper as a way to examine an original document from this time period such as from the <u>Brown</u> case. Other assessments include group discussions and the <u>U.S. History 1302 Comprehensive Post-Test.</u> Rubric: <u>Attached.</u></p>

<p>Skill Objective:</p>	<p>Personal Responsibility: include the ability to connect choices, actions and consequences to ethical decision-making</p>
<p>THECB Course Objective</p>	<ol style="list-style-type: none"> 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.
<p>Course Student Learning Outcome</p>	<ol style="list-style-type: none"> 1. Create an argument through the use of historical evidence. 2. Analyze and interpret primary and secondary sources. 7. Describe the advance of the reform movements (Populism, Progressivism) and their success and failures. 11. Recognize the major social developments of the mid-to-late 20th century such as Civil Rights, Feminism, etc.
<p>General Learning Activities</p>	<p>Personal Responsibility will be addressed in this class as students learn about the ways in which individuals and groups in the past made personal choices based upon ideas, values, and beliefs which influenced society and our culture today. Examples include the Progressives of an earlier</p>

CORE CURRICULUM COMPONENT APPLICATION
Texarkana College

	<p>period with their influence on governmental reforms and more recently is the 1965 Voting Rights act within the Civil Rights movement which opened the political process to previously excluded citizens. This Congressional act guarantees individuals and groups a chance to have their voices heard and their votes counted. Also, this act allows individuals to conduct their own personal voter registration drives to encourage more people to register, vote, and participate in the issues of society today.</p>
<p>Assessment <i>Must Include Assignment & Rubric</i></p>	<p>Students will complete written assignments on voter registration, class presentations, an ideology survey, and U.S. History 1302 Comprehensive Post-Test. Rubric: Attached.</p>