

Midland College  
Master Syllabus

**HISTORY**

HIST 1301 - United States History I \*

HIST 1302 - United States History II\*

HIST 2301 - Texas History\*

HIST 2321 - World Civilizations I

HIST 2322 - World Civilizations II

HIST 2327 - Mexican- American History\*

HIST 2328 - Mexican American History II\*

HIST 2381 - African American History I\*

HIST 2382 - African American History II\*

*\*Core Curriculum Course*

**COURSE DESCRIPTIONS AND LEARNING OUTCOMES**

**HIST 1301 United States History I**

A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government.

**Learning Outcomes - Upon successful completion of this course, students will:**

Create an argument through the use of historical evidence.

Analyze and interpret primary and secondary sources.

Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

**HIST 1302 United States History II**

A survey of 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.

**Learning Outcomes - Upon successful completion of this course, students will:**

Create an argument through the use of historical evidence.

Analyze and interpret primary and secondary sources.

Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

**HIST 2301 Texas History**

A survey of the political, social, economic, cultural, and intellectual history of Texas from the pre-Columbian era to the present. Themes that may be addressed in Texas History include: Spanish colonization and Spanish Texas; Mexican Texas; the Republic of Texas; statehood and secession; oil, industrialization, and urbanization; civil rights; and modern Texas.

**Learning Outcomes - Upon successful completion of this course, students will:**

Create an argument through the use of historical evidence.

Analyze and interpret primary and secondary sources.

Analyze the effects of historical, social, political, economic, cultural, and global forces on Texas history.

**HIST 2321 World Civilizations I**

A survey of the social, political, economic, cultural, religious, and intellectual history of the world from the emergence of human cultures through the 15th century. The course examines major cultural regions of the world in Africa, the Americas, Asia, Europe, and Oceania and their global interactions over time. Themes include the emergence of early societies, the rise of civilizations, the development of political and legal systems, religion and philosophy, economic systems and trans-regional networks of exchange. The course emphasizes the development, interaction and impact of global exchange.

**Learning Outcomes - Upon successful completion of this course, students will:**

Create an argument through the use of historical evidence.

Analyze and interpret primary and secondary sources.

Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of world history.

**HIST 2322 World Civilizations II**

A survey of the social, political, economic, cultural, religious, and intellectual history of the world from the 15th century to the present. The course examines major cultural regions of the world in Africa, the Americas, Asia, Europe, and Oceania and their global interactions over time.

Themes include maritime exploration and transoceanic empires, nation/state formation and industrialization, imperialism, global conflicts and resolutions, and global economic integration. The course emphasizes the development, interaction and impact of global exchange.

**Learning Outcomes - Upon successful completion of this course, students will:**

Create an argument through the use of historical evidence.

Analyze and interpret primary and secondary sources.

Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of world history.

**HIST 2327 Mexican American History I (to the United States-Mexico War Era)**

A survey of the economic, social, political, intellectual, and cultural history of Mexican Americans/Chicanx. Periods include early indigenous societies, conflict and conquest, early European colonization and empires, New Spain, early revolutionary period, Mexican independence and nation building, United States expansion to the United States-Mexico War Era. Themes to be addressed are mestizaje and racial formation in the early empire, rise and fall of native and African slavery, relationship to early global economies, development of New Spain's/Mexico's northern frontier, gender and power, missions, resistance and rebellion, emergence of Mexican identities, California mission secularization, Texas independence, United States' wars with Mexico, and the making of borders and borderlands. (May be applied to U.S. History requirement.)

**Learning Outcomes - 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 evidence.
3. Describe the transformation of indigenous societies from 1400-1700.
4. Explain the causes and effects of European conquest and colonization on the Americas.
5. Evaluate the relative impact of mestizaje, slavery, global economics, and frontier settlement on the creation of Mexican identity.
6. Connect independence movements, imperial conflict, class formation, and regional resistance to the making of independent Mexico.
7. Discuss the transformation of communities in the borderlands as a result of Manifest Destiny and the United States-Mexico War.
8. Compare and contrast the borderland regions of California, New Mexico and Texas from 1800-1850.

### **HIST 2328 Mexican American History II (from the United States-Mexico War Era)**

A survey of the economic, social, political, intellectual, and cultural history of Mexican Americans/Chicanx. Periods include the United States-Mexico War Era, incorporation of Northern Mexico into the United States, Porfirian Mexico, and the nineteenth century American West, 1910 Mexican Revolution and Progressive Era, the Great Depression and New Deal, World War II and the Cold War, Civil Rights Era, Conservative Ascendancy, the age of NAFTA and turn of the 21st Century developments. Themes to be addressed are the making of borders and borderlands, impact of Treaty of Guadalupe Hidalgo, gender and power, migration and national identities, citizenship and expulsion, nineteenth century activism and displacement, industrialization and the making of a transnational Mexican working class, urbanization and community formation, emergence of a Mexican American Generation, war and citizenship, organized advocacy and activism, Chicano Movement, changing identifications and identities, trade and terrorism. (May be applied to U.S. History requirement.)

#### **Learning Outcomes - 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 evidence.
3. Differentiate between the promises and realities of the Treaty of Guadalupe Hidalgo.
4. Describe how race, gender, and class shaped material conditions and inter-ethnic dynamics for Mexican Americans in the United States.
5. Discuss the transnational political and economic ties between the United States and Mexico.
6. Assess the impact of the 1910 Mexican Revolution on the United States and Mexico.
7. Articulate the place of the Mexican American struggle for civil rights within the context of the broader Civil Rights Movement.
8. Evaluate periods of significant change in Mexican migration patterns to the United States.
9. Explain the history of self-identification in Mexican American communities in the United States.

### **HIST 2381 African American History I**

A survey of the social, political, economic, cultural, and intellectual history of people of African descent in the formation and development of the United States to the Civil War/Reconstruction period. African American History I includes the study of African origins and legacy, trans-Atlantic slave trade, and the experiences of African Americans during Colonial, Revolutionary, Early National, Antebellum, and the Civil War/Reconstruction Eras. This course will enable students to understand African American history as an integral part of U.S. history. (May be applied to the U.S. History requirement.)

#### **Learning Outcomes -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 African American history.

### **HIST 2382 African American History II**

A survey of the social, political, economic, cultural, and intellectual history of people of African descent in the United States from the Civil War/Reconstruction period to the present. African American History II examines segregation, disenfranchisement, civil rights, migrations, industrialization, world wars, the Harlem Renaissance and the conditions of African Americans in the Great Depression, Cold War and post-Cold War eras. This course will enable students to understand African American history as an integral part of U.S. history. (May be applied to the U.S. History requirement.)

#### **Learning Outcomes - 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 African American history.

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**PARTICIPATION STATEMENT:** Students must actively participate by completing an academic assignment by the official census date. Students who do not do so, may be dropped from the course.

**REQUIRED COURSE MATERIALS:** Will be current. Students should contact their instructor prior to purchasing the text and supplies to confirm required course materials.

**INCLUSION OF CORE CURRICULUM OBJECTIVES:** *These Core Curriculum Courses* fulfill three hours of the History/Social and Behavioral Science requirement in the Midland College **Core Curriculum**. The Core Curriculum is a set of courses that provide students with a foundation of knowledge, skills and educational experiences that are essential for all learning. Social and Behavioral Sciences courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture. As part of the core, this course addresses the following four objectives:

- **Critical thinking:** students will analyze and evaluate primary and secondary source documents related to the content of American history and demonstrate a knowledge of the content through examination and essay assignments.
- **Communication skills:** students will demonstrate communication skills through discussion and written work.

- **Social Responsibility:** through the study of American history students will gain knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
- **Personal Responsibility:** the ability to connect choices, actions, and consequences to ethical decision-making. Students will be responsible for completing assignments and exams on time. The instructor will also vigorously enforce standards of academic integrity.

**STUDENT CONTRIBUTIONS, RESPONSIBILITIES AND CLASS POLICIES:** Will be posted by the instructor in individual course syllabus. Students should contact their instructor if they have any questions.

**ACADEMIC INTEGRITY:** Refer to Midland College's Scholastic Dishonesty and Academic Misconduct policy: <https://www.midland.edu/about/public-info/scholastic-dishonesty.php>

**HONORS PROGRAM:** Students interested in taking a course for honors credit, should contact their instructor. Refer to the Midland College Honors Program webpage for more details: <https://www.midland.edu/academics/honors.php>

**DROPPING THE COURSE:** Check the MC College Calendar for the last day to withdraw from the course and receive a "W." Please talk to the instructor before withdrawing.

**EVALUATION OF STUDENTS:** Will be posted by the instructor in individual course syllabus. Students should contact their instructor if they have any questions.

**NON-DISCRIMINATION STATEMENT:** Midland College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. For information and inquiries regarding Midland College's non-discrimination policies, go to: <https://www.midland.edu/about/tix/index.php>

For further information on notice of non-discrimination, visit the ED.gov Office of Civil Rights website, or call 1 (800) 421-3481.

**DISABILITY SUPPORT SERVICES:** Any student who, because of a disabling condition, may require some special arrangements to meet course requirements should contact disabilities support services as soon as possible at: <https://www.midland.edu/services-resources/accommodation-services.php>

Conditions may include documented physical or educational disabilities. Please be aware that services or accommodations are not automatic. Each student must request them and secure the proper authorizations/documentation. Accessibility Links can be found on the Pages tab in Canvas.

**[DIVISION OFFICE CONTACT INFORMATION](#)**