



# HIST 1302: United States History II

## Course Syllabus for Summer II 2017

*"Northeast Texas Community College exists to provide responsible, exemplary learning opportunities."*

### Dr. Kimberly Nichols

Office: Not on campus

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	None	None	None	None	None	Respond to email within 24 hours; Call or Text at Courteous Times

*The information contained in this syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.*

### Course Description

3 credit hours.

Lecture/Lab/Clinical: Three hours of class each week.

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.

Prerequisites: None

### Required Textbook

Students must have access to **the McGraw-Hill Connect website** for the duration of the semester, which includes access to an online textbook (*Experience History: Interpreting America's Past*, 8<sup>th</sup> Edition, Davidson, et, al.) and various assignments for this course. Please see Blackboard for more information regarding how students can purchase access – directly through a link provided by the instructor (less expensive) or through the Campus Bookstore (more expensive).

### Student Learning Outcomes

The purpose of this survey course is to help the student understand the social, political, cultural and economic ideas and events of American society from the post-Reconstruction period to the present. Through the use of course readings, class discussion, primary sources, and videos, the student will be able to:

- Employ appropriate methods and technologies to conduct basic research on historical concepts, figures, events, and topics related to U.S. history since 1877
- Recognize and understand the significance of key historical figures, events, and concepts related to U.S. history since 1877
- Recognize and assume responsibility as a citizen by learning to think independently, by engaging in public discourse and debate, and obtaining information about and maintaining an understanding of current events and their relationships to the past.

### Course Objectives

This is a survey course is a continuation of HIST 1301, focusing on the development of American characteristics and institutions from end of the Reconstruction era to the present. Grades will be determined through a combination of assignments which will include Discussion Board postings, LearnSmart Exercises, Document-Based Essay & related Preparatory Assignments and Examinations. Assessment of student work will be done by an assigned Grading Assistant and/or Lead Instructor.

### Evaluation/Grading Policy

Grades in this course will be weighted. Course Grades will be determined by the following:

LearnSmart Exercises:	20%
Discussion Board Posts:	20%
DBE & Prep Assignments:	20%
Midterm Exam:	20%
Final Exam:	<u>20%</u>
	100%

#### Grade Scale:

A = 90% - 100%  
 B = 80% - 89%  
 C = 70% - 79%  
 D = 60% - 69%  
 F = 59% & below

#### Course Gradebook:

Students may review their grades by clicking on the “My Grades” link on the Course Menu.

#### Tests/Exams:

Students will be required to complete a Midterm and a Final Examination. Each Exam will be comprised of 100 questions (multiple choice, matching, true/false, fill in the blank, etc.) – broken into two parts, 50 questions each, covering only certain chapters, to be completed within 100 minutes:

Midterm	Part A	50 Questions	Covering Ch 18-20	100 minutes	200 pts (50 question x 4 pts each)
	Part B	50 Questions	Covering Ch 21-24	100 minutes	200 pts (50 question x 4 pts each)
Final	Part A	50 Questions	Covering Ch 25-28	100 minutes	200 pts (50 question x 4 pts each)
	Part B	50 Questions	Covering Ch 29-32	100 minutes	200 pts (50 question x 4 pts each)

Students must take Part A & B online through Blackboard. Please see the course website for more specific instructions. **Each Exam will be worth 400 pts each, and comprise 20% of the student’s final grade for this course.**

#### Assignments

Course Assignments include Discussion Board postings, LearnSmart Exercises, Document-Based Essay & related Preparatory Assignments.

#### *LearnSmart Exercises*

Students will be required to complete the LearnSmart Exercises for each assigned chapter. LearnSmart is a study tool which helps students to review chapter material. Grades are based on completion of the Module by the designated due date and not by the number of correct/incorrect answers - i.e. if a student completes only 70% of the Module by the due date, then the student receives a 70%; if a student completes 100% of the Module by the due date, then the student receives a 100%. This means that LearnSmart Modules cannot be submitted late. Please see the course website for more specific instructions. **LearnSmart Exercises will be worth 100 points each, and comprise 20% of a student’s final grade for this course.**

#### *Discussion Board Posts*

Students will be required to participate in numerous assigned Discussion Board Forums. *Unlike other classes that involve open forums with informal discussions among students, the Discussion Forum for this course will be very structured.* Discussion Board Topics will be based on the contemplation of a historical topic and the examination of primary source documents to formulate **a historical argument**. Participation in the Forum will include students posting their historical argument in response to the posted historical question (initial post) as well as commenting on the posts of TWO fellow classmates (response post). Posts must be based on the documents provided, and the context provided in the textbook for the particular historical era. The use of outside materials is strictly forbidden. All posts should be free from grammatical and typing errors. Initial must be at least 100 words in length; Response Posts must be at least 50 words in length. Students must make their own initial post, prior to viewing and responding to the posts of other students. Please note that meeting the minimum requirements in the number of posts and the length of posts will not ensure students full credit. Please see the course website for more specific instructions. **Each assigned Discussion Board Forum will be worth 100 points each, and comprise 20% of a student’s final grade for this course.**

### **Document-Based Essay (DBE) and related Preparatory Assignments**

Students will be required to complete a document-based essay. This assignment is very similar to the weekly Discussion Boards, in the examination of primary source documents and formulating a historical argument. The weekly Discussion Board discussions will provide students with the opportunity to practice and hone their skills before having to provide a longer, more organized and well-supported essay response. There will also be several assignments that will help students prepare their essay, including analyzing Primary Source Documents, submitting their Thesis Statement, Topic Sentences for Body Paragraphs, and Selected Quotes. These preparatory assignments, alongside the Discussion Board Forums, are designed to ensure the success of each student in writing their essay.

Please note that the DBE must be answered based on the documents provided, and the textbook. The use of outside materials is strictly forbidden. Please see the course website for more specific instructions and policies regarding plagiarism. **The preparatory assignments and the DBE will comprise 20% of a student's final grade for this course.**

### **Late Assignment Policy**

Assignments not submitted by the due date and time will be counted as LATE. This is non-negotiable unless **TWO conditions** are met:

1. A **valid** excuse is provided
2. The student must contact the instructor with the valid excuse, **prior** to the assignment's due date and time.

A valid excuse does not include internet problems or lack of internet access. All students must have reliable and consistent access to the internet throughout the duration of this course.

Late Deductions are determined for each 24 hour period past the due date, as follows:

- Discussion Boards – 20% deduction
- Preparatory Assignments for the DBE – 20% deduction
- Document-Based Essay –25% deduction
- **LearnSmart Modules cannot be submitted late!** Students who cannot complete the LearnSmart Modules by the due date earn grades based on the percentage of the Module completed. . If a student completes only 70% of the Module by the due date, then the student receives a 70 %. A student with a valid excuse by contact the instructor prior to the due date to request an extension.
- **Midterm and Final Exams cannot be submitted late!** Students who cannot complete the work by the due date must contact the instructor with a valid excuse prior to the due date and will be made to complete a make-up exam once the excuse has been verified.

### **NTCC Academic Honesty Statement**

"Students are expected to complete course work in an honest manner, using their intellects and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. NTCC upholds the highest standards of academic integrity. This course will follow the NTCC Academic Honesty policy stated in the Student Handbook."

### **Academic Ethics**

The college expects all students to engage in academic pursuits in a manner that is beyond reproach. Students are expected to maintain complete honesty and integrity in their academic pursuit. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. Refer to the student handbook for more information on this subject.

### **ADA Statement**

It is the policy of Northeast Texas Community College to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to arrange an appointment with a College counselor to obtain a Request for Accommodations form. For more information, please refer to the Northeast Texas Community College Catalog or Student Handbook.

### **Family Educational Rights and Privacy Act (FERPA)**

The Family Education Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a

school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participating in officially recognized activities/sports.