



# HIST 1302: United States History II

Course Syllabus: Spring 2020

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

## Dr. Kimberly Nichols (French)

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
						Available by Phone Only

*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(s):

Title: *Experience History: Interpreting America's Past*, Digital Textbook with Connect Plus

Author: James West Davidson, Brian DeLay, Christine Leigh, Heyman, Mark Lytle, Michael Stoff

Publisher: McGraw-Hill

Edition: 9th

ISBN Number: 978-1-259-54180-3 (Bound Edition)

### Recommended Reading(s):

None.

### Student Learning Outcomes:

- A. Create an argument through the use of historical evidence.
- B. Analyze and interpret primary and secondary sources.
- C. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

### 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.

### Lectures & Discussions:

This online course is divided into thirteen Modules of study. Each Module focuses on one to two chapters of the assigned textbook. For each Module of study, students are expected to complete the following tasks:

1. Read the assigned chapters of the textbook.
2. Complete the LearnSmart Modules for each assigned chapter through the Connect website.

3. Completing a historical analysis assignment OR Participate in an discussion forum after examining primary source documents and presenting a historical argument

### **Evaluation/Grading Policy:**

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

LearnSmart Exercises	20%
Discussion Boards	25%
Historical Source Analysis	25%
Document-Based Essay	10%
Midterm Exam	10%
Final Exam	10%
	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:**

**Chapter Tests** Students will be required to complete a Chapter Test for each assigned chapter in the textbook. Each test will be comprised of a variety of questions (averaging approximately 30 to 40 questions), and students will have TWO attempt to complete the test by the given deadline to earn the best possible score. The Chapter Tests for Chapters 18 through 24 will comprise the Midterm Exam grade; and Chapters 25 through 32 will comprise the Final Exam grade. Please see the course website for more specific instructions. **Each Exam will comprise 10% of the student’s final grade for this course (Midterm 10%; Final 10%).**

### **Assignments:**

**Grades will be determined through a combination of assignments, which include LearnSmart Exercises, Historical Source Analysis assignments, Discussion Board postings, and a Document-Based Essay.**

### **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.**

### **Historical Source Analysis**

Students will be required to complete numerous assigned Historical Source Analysis assignment, which focus on examining primary and secondary sources. The secondary sources will not only

include print materials, but also podcasts and documentary films. To assess student understanding of the material and demonstrate their analysis, students will take quizzes and submit writing assignments. All written responses should be thorough and include supportive evidence from the readings. Please see the course website for more specific instructions for each assignment. **The various Historical Source Analysis assignment will comprise 25% of a student's final grade for this course.**

### ***Discussion Boards***

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 25% of a student's final grade for this course.**

### ***Document-Based Essay (DBE)***

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. 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 10% of a student's final grade for this course.**

### **Student Responsibilities/Expectations:**

Students are expected to read and understand all of the course information provided in the "Start Here / Important Course Information" folder on the Course website. Students are expected to submit course assignment on time and in accordance with NTCC Academic Honesty and Ethic Policy. Students are expected to log into the course website and check their BlackBoard Email and Course Announcement page with regularity.

### **Other Course Requirements:**

#### **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 NTCC 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 request accommodations. An appointment can be made with Katherine Belew, Academic Advisor/Coordinator of Special Populations located in the College Connection. She can be reached at 903-434-8218. For more information and to obtain a copy of the Request for Accommodations, please refer to the NTCC website - Special Populations.

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

The Family Educational 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 the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the 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 participation in officially recognized activities/sports.