Course Syllabus

**NORTH CENTRAL TEXAS COLLEGE**

**COURSE SYLLABUS   Professor Karen Stewart                       History 1302 320 FALL 2016**

**Course Meetings:               Complete online Course**

The North Central Texas College (NCTC) Course Syllabus provides the following as required by the Texas Higher Education Coordinating Board (THECB): (1) a brief description of the course including each major course requirement, assignment and examination; (2) the learning objectives for the course; (3) a general description of the subject matter of each lecture or discussion; and (4) any required or recommended readings.  Contact information for the instructor is also provided. The Course Syllabus also provides institutional information to indicate how this course supports NCTC’s purpose and mission. Information specific to a particular section of the course will be included in the Class Syllabus and distributed to enrolled students.

**Course Title: U.S. History from 1865**

**Course Prefix & Number: HIST1302      Section Number: 311       Term Code: FALL 2016/WINTER**

Semester Credit Hours:  3 Lecture Hours:  3    Lab Hours:  0

**Course Description (NCTC Catalog):**

A continuation of HIST1301.  A general survey of American history from Reconstruction to the present.  This course is required for graduation and teacher certification.

**Course Prerequisite(s):  None**

**Course Type:**            Lecture, class and group projects, research paper and a research journal

ο - Academic General Education Course (from Academic Course Guide Manual but not in NCTC Core)

ξ - Academic NCTC Core Curriculum Course                ο - WECM Course

**Name of Instructor**:           **Karen Stewart**

Campus/Office Location:  In classroom after class or by appointment

Telephone Number:           **940-498-6295 Office  Text 940-597-9110                  kstewart@nctc.edu**

**Name of Chair/Coordinator:       Crystal R.M. Wright**

Office Location:       Gainesville  Room 815       Telephone Number:           940-668-7731, ext 4320

E-mail Address:        cwright@nctc.edu

**REQUIRED AND MANDATED COURSE MATERIALS**

The Unfinished Nation: A Concise History of the American People, Volume 2 8e

**\*\*\*\*STUDENTS MUST PURCHASE THE ACCESS CODE TO THE ONLINE MCGRAW HILL CONTENT.**

**You can purchase the online code, or the book with the online software.  Your choice.**

**Book link**

**[http://connect.mheducation.com/connect/hmInstructorSectionHomePortal.do?sectionId=31657876&showSniffer=true (Links to an external site.)](http://connect.mheducation.com/connect/hmInstructorSectionHomePortal.do?sectionId=31657876&showSniffer=true" \t "_blank)**

**COURSE REQUIREMENTS, EVALUATION METHODS AND GRADING CRITERIA**

# of Graded Course Elements      Graded Course Elements  Percentage or Points Values

**EXAMS: EXAM 1 CHAPTERS 15-20 50 POINTS DUE DECEMBER 23 BY**

**Class Assignments**

**EEO1-11        Various handouts and discussions through the semester 50 Points**

**Final Exam**

**Students will take the final exam of the semester covering material from 1930’s to present day**

**EEO     3,4,5,6,7,8,9,10           100 POINTS CHAPTER 27-32**

**Online Book Chapter Assignments are as follows**

**CHAPTER 15 QUIZ 25 POINTS**

**CHAPTER 16 QUIZ 25 POINTS**

**CHAPTER 17 QUIZ 17 POINTS**

**CHAPTER 18 QUIZ 25 POINTS**

**CHAPTER 19 MAP ACTIVITY 12 POINTS**

**CHAPTER 20 READING ONLY**

**CHAPTER 21 PRIMARY SOURCE 20 POINTS**

**CHAPTER 22 READING ONLY**

**CHAPTER 23 MAP ACTIVITY 25 POINTS**

**CHAPTER 24 QUIZ 25 POINTS**

**CHAPTER 25 PRIMARY SOURCE 10 POINTS**

**CHAPTER 26 QUIZ 25 POINTS**

**CHAPTER 27 READING ONLY**

**CHAPTER 28 QUIZ 25 POINTS**

**CHAPTER 29 MAP ACTIVITY 16 POINTS**

 **PRIMARY SOURCE 20 POINTS**

**CHAPTER 30 READING ONLY**

**CHAPTER 31 PRIMARY SOURCE 30 POINTS**

**Based on the online Book: TOTAL POSSIBLE POINTS=500**

**GRADE SCALE: 500-450=A 449-399=B 398-348=C 347-297=D**

 **296-BELOW =F**

**INSTITUTIONAL LEARNING GOALS**

ξ          A quality general education curriculum in all associate degree programs.

ο          Quality freshman and sophomore level courses in arts and sciences which parallel the lower division offerings of four-year colleges and universities.

ο          Quality technical programs leading directly to careers in semi-skilled and skilled occupations, and quality technical education programs up to two years in length leading to certificates and associate degrees.

ο          Quality programs and services in support of adult literacy and basic skills development as a mean of workforce enhancement and expanding access to higher education.

**PROGRAM PURPOSE STATEMENT**

NCTC seeks to implement its goal of offering quality general education curriculum in all associate degrees by offering a core of general education courses designed to help students achieve academic, career and lifelong goals.  Acquiring knowledge, thinking critically, and utilizing the methodologies of various disciplines exposed students to experiences that serve to advance their personal growth.  The chief focus of the General Education Core Curriculum at NCTC is to emphasize Exemplary Educational Objectives and Basic Intellectual Competencies.

**DEPARTMENTAL PURPOSE STATEMENT**

The NCTC Social Science Department provides students at NCTC a strong foundation in the liberal arts that is essential for career success, leadership, global citizenship, and a lifetime of learning.  The department provides students with a broad knowledge and understanding of the world; significant intellectual, critical thinking and practical skills; and a strong sense of civic responsibility for enriching their lives and making a difference in society.

**STATEMENT OF SKILLS AND KNOWLEDGE EXPECTED OF NCTC GRADUATES**

NCTC seeks to implement its goal of offering a core of general education courses designed to help students achieve academic, career and lifelong goals. The chief focus of the General Education Core Courses at NCTC is to emphasize basic intellectual competencies and broad intellectual perspectives.

**CORE CURRICULUM COMPONENT AREA**

The overall objective of the Social & Behavioral Science component area is to increase students’ knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events and ideas.  Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

**SOCIAL & BEHAVIORAL SCIENCE: EXEMPLARY EDUCATIONAL OBJECTIVES (EEOs)**

ξ          (SBS1)           To employ the appropriate methods, technologies and data that social and

                        behavioral scientists use to investigate the human condition.

ξ          (SBS2)            To examine social institutions and processes across a range of historical periods,  social structures, and cultures.

ξ          (SBS3)            To use and critique alternative explanatory systems or theories.

ξ          (SBS4)           To develop and communicate alternative explanations or solutions for

                                    contemporary social issues.

ξ          (SBS5)           To analyze the effects of historical, social, political, economic, cultural, and global  forces on the area under study.

ξ          (SBS6)            To comprehend the origins and evolution of U.S. and Texas political systems, with       focus on the growth of political institutions, the constitution of the U.S. and Texas,                                federalism, civil liberties, and civil and human rights.

ξ          (SBS7)            To understand the evolution and current role of the U.S. in the world.

ξ          (SBS8)            To differentiate and analyze historical evidence (documentary and statistical) and  differing points of view.

ξ          (SBS9)            To recognize and apply reasonable criteria for the acceptability of historical

                                    Evidence and social research.

ξ          (SBS10)         To analyze, critically assess, and develop creative solutions to public policy problems.

ξ          (SBS11)         To recognize and assume one’s responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.

ξ          (SBS12)         To identify and understand differences and commonalities within diverse                      cultures.

**STUDENT LEARNING OUTCOMES**

EEO     Student Learning Outcome

1,2,3,5,6,8    Explain the strategies used to implement reconstruction and analyze its effects upon the South.

1,2,5,12        Examine the conquest of the Plains Indians and the impact of the frontier’s closing.

1,2,5,6,9       Discuss the impact of industrialism on American life, particularly on labor, immigrants, and social reforms.

1,2,5,7,8,9,12          Analyze America’s imperialist movement and discuss its impact on the Spanish-American War.

1,2,5,6,8,9,10          Analyze the Progressive Movement including muckrakers, and assess the political, social and economic reforms at the turn of the century.

3,5,7,8,9       Examine the causes of America’s entry into World War I, and assess the impact.

1,2,5,8,9       Compare and contrast the social, intellectual, and economic attitudes of the Roaring Twenties.

1,3,5,9,11     Examine the causes & effects of the Great Depression in the 1930’s.

2,3,5,6,8,9    Analyze and assess President Roosevelt’s New Deal policies.

3,5,7,8,9,12 Explain the rise of fascism/totalitarianism in Europe and Asia, and America’s entry into World War II.

5,7,8,9,          Examine FDR’s leadership before and during World War II, and assess its influence on post-war decisions.

3,5,7,8,9,12 Discuss the emergence of the Cold War between the U.S. and Russia in the Truman and Eisenhower administrations.

1,2,5,6,7,9,  Analyze and assess the social and economic impact of the Kennedy and Johnson administrations.

5,7,8,9,12     Identify the causes and effects of the war in Vietnam & Watergate.

1,2,4,5,6,7,8,10,11            Identify the social, political and economic problems/successes experienced by U.S. Presidents in the latter half of the 20th century.

1,3,8,9           Research and compose an essay assignment/argument using proper grammar/English and basic computer skills.

**GENERAL DESCRIPTION OF SUBJECT MATTER FOR EACH LECTURE/DISCUSSION**

**BASIC INTELLECTUAL COMPETENCIES FOR THIS COURSE**

ξ          READING – Reading at the college level means the ability to analyze and interpret a variety of printed materials – books, articles and documents.  A core curriculum should offer student the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

ξ          WRITING – Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience.  Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say.  Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience.  These abilities can be acquired only through practice and reflection.

ο          SPEAKING – Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.  Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

ξ          LISTENING – Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

ξ          CRITICAL THINKING – Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.  Problem solving is one of the applications of critical thinking, used to address an identified task.

ξ          COMPUTER LITERACY – Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information.  Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

**Last day to Withdraw**

For the Summer  2016 semester, the last day to withdraw from a course with a “W” is June 25.

**Student Rights & Responsibilities**

NCTC Board policy FLB (Local) Student Rights and Responsibilities states that each student shall be charged with notice and knowledge of the contents and provisions of the rules and regulations concerning student conduct.  These rules and regulations are published in the Student Handbook published in conjunction with the College Catalog.  All students shall obey the law, show respect for properly constituted authority, and observe correct standards of conduct.

Scholastic Integrity Scholastic dishonesty shall constitute a violation of college rules and regulations and is punishable as prescribed by Board policies.

Scholastic dishonesty shall include, but not be limited to cheating on a test, plagiarism, and collusion.

**STUDENT SUPPORT SERVICES**

ACCESS          (Disability Support) North Central Texas College is committed to both the spirit and letter of federal equal opportunity legislation, including the Americans with Disabilities Act (ADA) and section 504 of the Rehabilitation Act of 1973.

NCTC is required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability.  It is the student’s responsibility to provide disability documentation to the ACCESS Office which authorizes accommodations for students with disabilities.  The ACCESS Office is located in room 170 on the Corinth Campus and room 110 of the Administration (100) Building on the Gainesville Campus.  Students can also call 940-668-7731 ext. 4321 or 940-498-6207.

Student Success Center    The Student Success Center is designed to help all students at NCTC develop tools to achieve their academic goals. The center links students to FREE tutoring, including a Writing Center, a Math Lab, and free online tutoring in the evening.  The program helps students acclimate to college by providing students free interactive workshops about Time Management, Study Skills, Test Anxiety, and much more. For more information, please visit your nearest Student Success Center.

Financial Aid, Scholarships, and Veterans Services    The Financial Aid Office is responsible for administering a variety of programs for students who need assistance in financing their education.  The first step for financial aid is to complete a FAFSA.  For more information, please visit your nearest Financial Aid Office.

**Course Calendar:**

**The instructor has the right to amend the syllabus as needed**

**Dates                                                                  Lecture**

**MODULE 1 DECEMBER 12-19**

15 Reconstruction in the New South

16 Conquest of the Far West

17 Industrial Supremacy

18  The Age of the City

19 From Crisis to Empire

20 The Progressives

**MIDTERM EXAM DUE DECEMBER 19TH**

**MODULE 2**                  **DECEMBER 20-30**

21  America and the Great War

22 The New Era

23 The Great Depression

24 The New Deal

25  The Global Crisis

26 America in a World War

**MODULE 3                                     DECEMBER 31-JANUARY 5TH**

27 The Cold War

28  The Affluent Society

 29  Civil Rights, Vietnam

30    Crisis of Authority

31  The Age of Reagan

32  Globalization

FINAL EXAM DUE NO LATER THAN JANUARY 5TH