



North Central Michigan College

Master Course Syllabus

PART 1:

Course Name: History of the United States until 1877

Course Number: HST 131

Credit Hrs. 3 Lecture Hrs. 3 Lab Hrs. 0 Clinical Hrs. 0 Variable Hrs. 0

Total Hours of Instruction: 3 Total Contact Hours: 52.8
(Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs) x 17.6)

Course Description:

Study of American politics and life from the period of European discovery through Reconstruction. Emphasis is placed on the evolution of the country's cultural, economic and political structures and practices.

Prerequisite (s): None

Co-requisite (s): None

Outcomes/Objectives:

- Examine and discuss the historical foundations of the United States.
- Recognize the chronology of the history of the United States.
- Identify the existence of cultures in America before the arrival of European peoples.
- Relate the importance of physical geography to the shaping of American history.
- Compare the different economic, social, and political factors that contributed to the building of the United States as an independent state.
- Describe American social history, as well as economic and political.
- Research and prepare a written presentation on an era-specific historical topic.

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these (231)348-6687 or (231)348-6817, Room 533 SCRC.



North Central Michigan College Master Course Syllabus

PART 2:

Course Objectives and Linked Lumina DQP Outcomes

See **PART 3** of this syllabus for the complete language of each Lumina DQP outcome.

*Please identify the Lumina DQP outcome(s) supported by the course objectives. List each course objectives (from **PART 1**), followed by the corresponding Lumina DQP Outcome number(s) in parentheses.*

- Examine and discuss the historical foundations of the United States. (DQP # 12, 14, 17, 18)
- Recognize the chronology of the history of the United States. (DQP #11)
- Identify the existence of cultures in America before the arrival of European peoples. (DQP # 11, 12, 14)
- Relate the importance of physical geography to the shaping of American history. (DQP # 4, 14)
- Compare the different economic, social, and political factors that contributed to the building of the United States as an independent state. (DQP # 4, 11, 12, 14, 18)
- Describe American social history, as well as economic and political. (DQP # 4, 12)
- Research and prepare a written presentation on an era-specific historical topic. (DQP # 11, 14, 16)



North Central Michigan College Master Course Syllabus

Suggested Methods of Instruction:

Lectures, discussions, videos, handouts, and short papers.

Suggested Methods of Assessment and Evaluation:

May include: research paper, exams, class participation, quizzes, and tests (short answer/essay).

Adopted Text at Time of Course Adoption/Revision:

Openstax (US History) ISBN: 9781938168369. Available at college store or openstaxcollege.org.

Topics Covered During the Semester:

Sequence of topics and time allowance are at the discretion of the instructor

Week 1	Chapter 1 The Americas, Europe, and Africa Before 1492
Week 2	Chapter 2 Early Globalization: The Atlantic World, 1492–1650
Week 3	Chapter 3 Creating New Social Orders: Colonial Societies, 1500–1700
Week 4	Chapter 4 Rule Britannia! The English Empire, 1660–1763
Week 5	Chapter 5 Imperial Reforms and Colonial Protests, 1763–1774
Week 6	Chapter 6 America's War for Independence, 1775–1783
Week 7	Chapter 7 Creating Republican Governments, 1776–1790
Week 8	Chapter 8 Growing Pains: The New Republic, 1790–1820
Week 9	Chapter 9 Industrial Transformation in the North, 1800–1850
Week 10	Chapter 10 Jacksonian Democracy, 1820–1840
Week 11	Chapter 11 A Nation on the Move: Westward Expansion, 1800–1860
Week 12	Chapter 12 Cotton is King: The Antebellum South, 1800–1860
Week 13	Chapter 13 Antebellum Idealism and Reform Impulses, 1820–1860
Week 14	Chapter 14 Troubled Times: the Tumultuous 1850s
Week 15	Chapter 15 The Civil War, 1860–1865
Week 16	Chapter 16 The Era of Reconstruction, 1865–1877

Part 1 & Part 2 approved by CRDAP on: 12 16 16

Part 2 approved by AD:

Date:

Part 2 approved by CRDAP Chair:

Date:

Rev02/15



North Central Michigan College Master Course Syllabus

PART 3:

LUMINA DQP OUTCOMES – Use this reference sheet for **PART 2** of Master Course Syllabus.

Specialized Knowledge

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

Broad Integrative Knowledge

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

Intellectual Skills – Analytic Inquiry

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

Intellectual Skills – Use of Information Resources

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

Intellectual Skills – Engaging Diverse Perspectives

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

Intellectual Skills – Communication Fluency

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

Applied Learning

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

Civic Learning

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

The Degree Qualifications Profile was adopted by CRDAP: April 11, 2012