



North Central Michigan College

Master Course Syllabus

PART 1:

Course Name: History of the United States 1877 to Present

Course Number: HST 132

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:

A continuation of U.S. history since Reconstruction. The Industrial Revolution and America's rise to world political, military and economic significance are addressed. Social and cultural changes in the United States are also examined.

Prerequisite (s): None

Co-requisite (s): None

Course Objectives:

- Describe the evolution of the United States from Reconstruction until the present.
- Describe how and why the United States became a larger and more vital part of geopolitics.
- Recall the different significances of particular elections.
- Identify cultural references in United States history, particularly diversity since the early 20th century.
- Relate the importance of physical geography as it shaped American history.
- 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*

- Describe the evolution of the United States from Reconstruction until the present. (DQP 4, 14, 18)
- Describe how and why the United States became a larger and more vital part of geopolitics. (DQP 11, 12, 14, 18)
- Recall the different significances of particular elections. (DQP 2, 5, 17, 18)
- Identify cultural references in United States history, particularly diversity since the early 20th century. (DQP 12, 17)
- Relate the importance of physical geography as it shaped American history. (DQP 1, 4, 14)
- 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:

Lecture/Discussion/Videos/Handouts

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.

Optional Material: Readings/Handouts, and Videos

Topics Covered During the Semester:

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

Week 1	Chapter 17 Go West Young Man! Westward Expansion, 1840-1900
Week 2	Chapter 18 Industrialization and the Rise of Big Business, 1870-1900
Week 3	Chapter 19 The Growing Pains of Urbanization, 1870-1900
Week 4	Chapter 20 Politics in the Gilded Age, 1870-1900
Week 5	Chapter 21 Leading the Way: The Progressive Movement, 1890-1920
Week 6	Chapter 22 Age of Empire: American Foreign Policy, 1890-1914
Week 7	Chapter 23 Americans and the Great War, 1914-1919
Week 8	Chapter 24 The Jazz Age: Redefining the Nation, 1919-1929
Week 9	Chapter 25 Brother, Can You Spare a Dime? The Great Depression, 1929-1932
Week 10	Chapter 26 Franklin Roosevelt and the New Deal, 1932-1941
Week 11	Chapter 27 Fighting the Good Fight in World War II, 1941-1945
Week 12	Chapter 28 Post-War Prosperity and Cold War Fears, 1945-1960
Week 13	Chapter 29 Contesting Futures: America in the 1960s
Week 14	Chapter 30 Political Storms at Home and Abroad, 1968-1980
Week 15	Chapter 31 From Cold War to Culture Wars, 1980-2000
Week 16	Chapter 32 The Challenges of the 21 st Century

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