**History 12 - History of the United States Since 1865, Summer 2020**

Online Instruction Course                                               (Course Code: HIST-12-59500)

**Instructor**: Matthew Hagen                                        **Meeting Room**: Confer Zoom

**Email**: matt.hagen@reedleycollege.edu                        **Office Hours**: By appointment

**COURSE DESCRIPTION:** Starting from the Reconstruction Era, this course will trace America's development to the present, analyzing the individuals, events, and trends that transformed America into a complex, multicultural, and global superpower.

Basic Skill Advisories: **Eligibility for English 125 and 126**

**REQUIRED TEXT:** *American History: Connecting with the Past, Volume 2*, 15th Edition by Alan Brinkley.  **Every student must have this textbook.** Note: the 13th and 14th editions of the textbook are acceptable, and some copies of earlier editions of the textbook are available for checkout at the Reedley College Library.

**COURSE INSTRUCTION:** This is an asynchronous class, meaning I will not be lecturing you directly in a class or online setting. Instead you will be completing course work in weekly modules, using presentations that I have provided to study through. These presentations come with **embedded videos at key points** for you to receive further instruction on a certain subject. If you are going through a presentation **and see underlined text, that is an embedded video** **and you should watch it.** I will be making myself available via Confer Zoom from 8:00-10:00 from Monday-Friday for every week of instruction, to answer questions and discuss course content with students if they need it. There is a link to Confer Zoom **in Canvas in the tool column.**

**Student Learning Outcomes:** Upon completing this course, students will be able to:

1. Examine the development of U.S. political and governmental institutions from 1865 to the present.

1. Describe the development of America after 1865 as a modern industrial society and a dominant force in the global economy.

1. Compare and contrast trends and movements in American social, cultural, and intellectual life from 1865 to the present.

1. Trace changes in American social structure due to factors like urbanization, industrialization, the expansion of suburbs, and the movement toward a post-industrial society in the mid-twentieth century.

1. Evaluate the contributions, socio-economic conditions, and experiences of women and minority groups in America from 1865 to the present.

1. Analyze the changes in U.S. immigration policy and the impact of immigration on American society since 1865.

1. Identify the scope and impact of America's foreign policy, focusing on America's emergence as a world power along with America's role in major wars and international conflicts since 1865.

1. Assess the importance of prominent persons, places, and events in U.S. history since 1865.

1. Demonstrate the ability to discern and interpret primary and secondary sources, and to construct an argument using both appropriately as support.

**COURSE ASSIGNMENTS:**  The overall course grade for History 12 depends on the components below.

* **MID TERM EXAM** (200 points): There will be **a mid-term exam** that focus on the assigned readings and course lectures **for the first eight chapters**.  The exam will happen during the **THIRD WEEK OF CLASS.**

* **FINAL EXAM** (200 points): The final is based on assigned readings and course lectures **for the final eight chapters of the course.** The final is **not comprehensive** and will only require you to study the readings and lectures from the final unit. The final will happen **during the final week of class.**

* **ONE TERM PAPER** (200 points plus the possibility of bonus points): A brief (three to five pages) thesis argument of a certain topic.  Students will choose their own topic **from within our curriculum** and need to **research their own articles**.

**In order to get an “A” on your term paper, you must include references to primary (documents) and secondary (textbook and JSTOR) sources. Your paper *must* be formatted in Chicago Style.** If you don’t know how to cite or format in Chicago Style, watch the video here: <https://www.youtube.com/watch?v=goqTTb1d1sc>

There are only four sources I want you using in this class:

1. My lectures
2. Journal articles from JSTOR ([www.jstor.org](http://www.jstor.org) from any on-campus computer)
3. Books or presentations I have assigned
4. Primary sources I have provided, or you have found on [www.teachingamericanhistory.org](http://www.teachingamericanhistory.org) or [www.presidency.ucsb.edu](http://www.presidency.ucsb.edu)

**Do not, under any circumstances use or cite a website I have not previously approved.**

* **TOPIC INTRODUCTION AND SOURCE LIST** (25 points): You will write a one-page introduction of your topic, indicating what you want to argue about the topic, why you are making that argument (**using objective evidence, no opinions here!**) and ending it with a bibliography of the sources you plan to use **in Chicago format!**

* **ONLINE QUIZZES** (300 points)**:** At the end of every week, you will be assigned an online quiz through Canvas on the chapter we have gone over that week. **It will be in Canvas under the “Quizzes” module.** It is your responsibility to complete these quizzes by the following Monday. **I will not accept any late quizzes, if you are having trouble accessing the quizzes, contact Canvas through the help icon. Again, I do not accept any work turned in late unless you have an excuse that is documented, verifiable, unforeseen, and severe.**
* **PRIMARY SOURCE ANALYSES** (75 points): Over the semester, you will be assigned three primary source documents that you will read through, and write a **five-paragraph discussion board review**, analyzing the main point, what message the author is trying to express with the source. After completing your own review, you must comment on **at least two other reviews**, expressing agreement or disagreement with your fellow student’s conclusions, and stating why in a tasteful manner. You will do this for **each article**, resulting in a total of **three reviews** for the semester. The articles are available from the outset, you will have **until the end of their assigned weeks** to complete them.
* **BOTTOM LINE: Read one chapter of the textbook per week and complete the accompanying quizzes** as you read the chapters.  Each student must do his/her own work; **do not** copy answers from another students' answers!  Take lecture notes every day, and complete the chapter quizzes each week.  The quizzes will be completed online throughout the semester.

**HOW YOUR OVERALL GRADE IS CALCULATED:**

Total points for the semester: 1000.  The 1000 points include the following elements:

* 400 points (mid-term and final exam) +
* 200 points (thesis term paper) +
* 300 points (online quizzes) +
* 75 points (primary source analyses) +
* 25 points (topic introduction and source list)

Based on 1000 points as the maximum for the class, students who earn 90% or more of the possible points will receive an A; 89% to 80% is a B; 79% to 70% is a C; 69% to 60% is a D; 59% or lower is an F.

**REMEMBER YOUR ADD/DROP DEADLINES:**

* All add/drops must be done **as soon as possible** within the first week of class
* All drops must be done **within the first week of class** to avoid a “W” on your transcripts.

**ATTENDANCE:** I will be taking attendance **via the amount of work you complete** every week on Canvas. If you complete every assignment for that week on schedule, you will receive full attendance for that week. **If you miss one or more assignments, attendance will drop accordingly.** There is **10 points of extra credit** for anyone who is able to keep up perfect attendance throughout the semester.

**Note:** Students who maintain perfect attendance will receive five bonus points in  participation in their final grade for the class.

**ACCOMODATION:** If you have a verified need for an academic accommodation or materials in alternate media (i.e. Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact the instructor as soon as possible.

**BEHAVIOR POLICY:** Basic courtesy and respect for the classroom setting is required for every student to have an equal chance for success in this course.  Students in class who check their cell phones, sleep, walk out early, read magazines or books, carry on private conversations, or engage in other forms of distracting behavior in class are engaging in disruptive behavior.  Disruptive behavior is unacceptable and will result in any or all of the following penalties: suspension from class, loss of access to course Canvas site, or relocation to a different classroom seat.

**CHEATING AND PLAGIARISM:** Plagiarism and other forms of cheating **will not be tolerated**.  Verified instances of plagiarism or other forms of cheating will result in the student being dropped from the course.  The student responsible will be reported to the office of the Vice President for Instruction, the Dean of Humanities, and the Vice President for Student Services.

**TEST AND QUIZ MAKEUPS:** Tests make up the majority of your grade in this course.  The instructor will notify you well in advance of the date of an upcoming test.  It is your responsibility to **be prepared and present** on the day of a scheduled exam.  **This is an absolute priority for this course.** Nothing should prevent you from taking an exam on the scheduled day except an extreme personal emergency.

**EXCEPTIONS:** There may be occasions when you have a school duty or personal appointment that conflicts with the scheduled date for a test.  In this case, **contact the instructor several days in advance** and arrange to take the test at another time.

**IF YOU MISS AN EXAM:**

* The exam must be made up **within one week.** No test scores are dropped in this class.  Contact the instructor **right away** and set a time to complete the makeup assignment.
* Makeup exams **will be different** than the exams done on the scheduled test date. They will consist of three to four-paragraph essay questions requiring **four to five sentences** for each paragraph.  Your best chance for success is to be in class on the day scheduled for the regular exam.

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| **Week** | **Date** | **Topics and Textbook Chapters** | **Instructions and Assignments** |
| **1** | **June**  **9-12** | Introduction to History 12  **Chapter 17: Industrial Supremacy;** The rise of the business tycoons, business philosophies and controversies  **Chapter 18: The Age of the City;** Urbanization in America, consumerism and high culture  **Chapter 19: From Crisis to Empire;** The Populist Movement, the Spanish American War, and American Imperialism  **Chapter 20: The Progressives;** The Progressive Movement, temperance and suffrage, the Roosevelt presidency, the 1912 election  **INSTRUCTIONS and DUE DATES for the thesis assignment will be posted to Canvas by this week.**  **TOPIC INTRO AND SOURCE LIST** **for term paper** **DUE THIS SATURDAY**  **FIRST PRIMARY SOURCE ANALYSIS due next Monday** | * 1. Read Chapter texts and complete the accompanying quiz.   2. **Begin work on the thesis assignment (start searching for your sources)** |
| **2** | **June**  **15-19** | **Chapter 21: America and the Great War;** American Isolationism, trench warfare, the war on the home front, the Versailles Peace Conference  **Chapter 22: The "New Era;"** Postwar America, the "roaring twenties," Prohibition, the Harding and Coolidge presidencies  **Chapter 23: The Great Depression;** Causes of the depression, the depression's impact, Hoover's doomed presidency  **Chapter 24: The New Deal;** FDR takes office, the New Deal, New Deal programs and controversies | * 1. Read Chapter texts and complete the accompanying quiz.   2. **Second Primary Source Review due this Friday!!!!**   3. **Mid-term exam is THIS WEEK!!!** |
| **3** | **June**  **22-26** | **Chapter 25: The Global Crisis, 1921-1941;** Interwar foreign policy, the rise of the Nazis, the beginning of World War II  **Chapter 26: America in a World at War;** America in Europe and the Pacific, the war on the home front, the Manhattan Project, the atomic bomb  **Chapter 27: The Cold War;** Containment, American-Soviet arms race, the Korean War, McCarthyism  **Chapter 28: The Affluent Society;** Rise of the Modern West, technological innovations, Cold War crises, Civil Rights. | * 1. Read Chapter texts and the accompanying quiz.   2. **Third Primary Source Review Due this Friday!!!** |
| **4** | **June 29-**  **July 3** | **Chapter 29: Civil Rights, Vietnam, and the Ordeal of Liberalism;** Kennedy and Johnson, tensions and reforms of Civil Rights, the events of Vietnam, the Kennedy and King assassinations  **Chapter 30: The Crisis of Authority;** Minority and Youth movements, New Feminism, environmentalism, Nixon and Kissinger, Watergate  **Chapter 31: From the "Age of Limits" to the Age of Reagan;** the Ford and Carter years, the new American right, the "Reagan Revolution," the fall of the Soviet Union, the First Gulf War  **Chapter 32: The Age of Globalization;** Clinton and George W. Bush, the economic boom, modern issues, Iraq and the War on Terrorism, the Obama years | * 1. Read Chapter texts and complete the accompanying quiz.   2. **THESIS PAPER DUE THIS WEEK!!!**   3. **Final exam is THIS WEEK!!!** |