***“History is a set of lies that people have agreed upon.”* – Napoleon Bonaparte**

**Reedley College American History Part II**

**HIST 12-53797 Professor Zachary Cuddy**

**Spring Semester 2024 Online Asynchronous**

**Office Hours: M-W 1:00 p.m. – 1:30 p.m. Virtual through Zoom**

**Email: Canvas Inbox or zc001@reedleycollege.edu**

**Course Description:**

This course traces the political, social, and economic development of the United States from the Reconstruction Era to the present.

ADVISORIES: English 1A or English 1AH. (A, CSU-GE, UC, I) (C-ID HIST 140)

**Course Requirements and Evaluation:**

Discussion Board Responses (12) 210 points

Syllabus Quiz 10 points

Midterm 80 points

Writing Prompt # 1 Historiography 30 points

Rough Draft Paper 20 Points

Research Paper 100 points

Final Exam 100 points

Extra Credit DBs 30 points

## Total Points 550

A – 90-100% B – 80-89% C – 70-79% D – 60-69% F – 59% - below

**Required Text**

Foner, Eric. *Give Me Liberty! An American History.* ***Volume Two***. 5th, 6th, or 7th Edition. W.W. Norton & Company, New York

**Other Instructional Materials and Primary Source Links:**

Open Educational Resources: https://asccc-oeri.org/2021/01/23/primary-sources/

**Student Learning Outcomes**

* HIST-12 SLO1: Analyze the causes and consequences of America’s foreign policy, wars, and rise to global prominence since 1865.
* HIST-12 SLO2: Analyze the fundamental changes in the American economy since 1865.
* HIST-12 SLO3: Demonstrate the ability to interpret primary and secondary sources, discern between them and to compose an argument which uses them, as appropriate, for support.
* HIST-12 SLO4: Identify the changing characteristics in American political and governmental institutions since 1865.
* HIST-12 SLO5: Identify the contributions and changing roles of gender and ethnic groups in American history since 1865.
* HIST-12 SLO6: Identify the key trends and movements in American cultural, social, and intellectual life since 1865.

**Class Objectives:**

1. Describe the evolution of the American economy after 1865, focusing on America’s emergence as a modern industrial society and dominant force in the global economy.
2. Demonstrate the ability to interpret primary and secondary sources, discern between them and to compose an argument which uses them, as appropriate, for support.
3. Examine the development of political and governmental institutions in the United States from the Reconstruction Era to the present.
4. Identify the main features and consequences of the United States’ foreign policy, focusing on America’s emergence as a world power as well as its role in major wars and international conflicts since the 1865.
5. Assess the importance of specific prominent persons, places, and events in United States history
6. Compare and contrast trends and movements in American social, cultural, and intellectual life from the 1865 to the present.
7. Evaluate the contributions, socio-economic conditions and experiences of minority groups and women in the history of the United States from 1865 to the present.
8. Analyze changes in United States immigration policy as well as the impact of immigration on American society since 1865
9. Trace changes in American social structure as influenced by such factors as urbanization, industrialization, the expansion of suburbs, and the movement toward a post-industrial society in the mid-twentieth century.

# Instructor Role: Providing Effective Regular Contact

I look forward to working with you every week, and I will be playing an active role in your course whether through discussion boards, weekly announcements, or short videos. I will provide quick feedback, but please let me know if you have any questions or concerns: I am obviously here to help, and you can contact me in a number of different ways (see above). My preferred method of contact is through the Canvas inbox, but I also respond to my Reedley email. If you do not receive word from me within 24 hours, please resend the message.

## Online Atmosphere:

This class is **entirely** conducted in Canvas– our online web management system. You will need access to a computer, preferably from your home. Because all our communication will be in writing, it is suggested that you have a solid understanding of the language. There is no writing prerequisite, but a large portion of the class pertains to writing a research paper. If you know you are a poor writer, be aware that you may have to work harder than others. Grammar is not everything, but you need to have a basic grasp of the English language to succeed in an online environment. Please, *No Foul Language.*

When you are enrolled in this class, you are automatically enrolled into Canvas. Your username is the same as your *WebAdvisor* login.

## Online Attendance:

Participating in discussion boards and taking quizzes *is* your attendance. **I *will* drop you if you have three unexcused absences or do not complete the first syllabus quiz.** There may be crashers who want to get into the course. Therefore it is necessary that you demonstrate that you are actively engaged. Moreover, if you know you are going to be out of town or busy, let me know BEFOREHAND, and I will try to accommodate you. Simply logging in is NOT considered attendance, rather you must actively participate in the course

## Places to Get Help

Canvas 24/7 Support: 1-844-629-6835

Please see the links in the Week One Module.

# Netiquette

1. Netiquette is a set of guidelines for good behavior in an online environment. It is etiquette for the Internet, and knowing these social rules can help you have a more rewarding semester. The netiquette guidelines here are ones that are especially important in our online classroom. 1. Participate. Reading the posts of others is helpful for you, but you must also do your part to be helpful for the group. Share your ideas to strengthen our discussion, and don’t wait until the last minute to contribute. Encourage others to participate by responding to their ideas. Be involved, but do not dominate a forum with too many posts.

2. Remember the human. This common Internet mantra means that even though we may not be face to face, there is a real person behind each discussion-board post. Do not write something that you would not feel comfortable saying in a traditional classroom setting. Discuss ideas, not people. In other words, do not attack a classmate for expressing his or her opinion; instead, discuss your position on the ideas that have been presented. Be kind and understanding with your classmates to keep our environment positive and productive.

3. Help others. We will be working together all semester, so let’s try to be a good team. If you can help a classmate with a question, please do! Your efforts will be appreciated by both students and instructor.

4. Respect people’s time. Your posts should be focused, organized, and clear so that your classmates can quickly see your point and evidence. Another way to respect people’s time is to look for answers before asking for help. For example, if you can’t find something or you don’t remember when an assignment is due, look through the syllabus and other course documents for the answer. Only ask for help when you truly need it.

5. Edit and proofread before posting. We have lots of posts to read, so yours needs to be as clear as it can be. It should be organized and written in Standard English. Not fixing misspellings and other errors tells your readers that you don’t value their time and you don’t care if they get frustrated trying to understand you. This does not build good will. Avoid slang and unfamiliar abbreviations for the same reason.

6. Don’t shout. TYPING IN ALL CAPITALS MEANS YOU ARE SHOUTING AT US! Don’t do it. The same can be said of repeated exclamation marks!!!!!!!!!

7. Use emoticons sparingly. Social networking and texting have given us lots of fun keyboard shortcuts to add tone to a message. Because a smiley face or wink can help to establish the intended tone of a comment, you are welcome to use common emoticons occasionally. Too many emoticons can make your writing look more casual than academic, so don’t overdo it. :-)

8. No flaming. “Flaming” is an angry message, often directed at another person. When another person responds in anger, we have a “flame war” taking over the discussion board. Personal attacks are unacceptable in the classroom, and the same goes for the cyber classroom. If you see a conflict developing, jump in and try to calm things down; if you feel attacked, contact your instructor rather than responding to the flaming student. Everything we do in Canvas is permanent, so you must think very carefully about your tone before submitting a post. If you don’t, that mistake might haunt you for the rest of the semester.

## Discussion Board Posting:

The first discussion board (DB) is just to get your feet wet. No reading is required; simply find the DB in the first week’s module, answer the questions, and respond to at least two other students by giving meaningful feedback, critique, compliments, or anything else that comes to mind.

Starting in Week 2, we will have one DB per week, based primarily on Foner’s chapter review questions. The DBs fall on a **Saturday/ Sunday deadline**. Your response to the questions is due on the first of the two days, and you will need to respond to at least two students by the second of the two days. You must begin your post before responding, **and there is absolutely no editing of your posts**. (This is to prevent any copying and pasting in the form of plagiarism).

When you respond to the chapter review questions, a substantial discussion board posting which demonstrates your understanding of the material, your ability to use the vocabulary correctly, and your ability to think critically about the topic, is desired. Texting your response is not cool: (“How R U?” or “LMFAO! LOL”, is a no-no). You will be asked to provide historical context and deep analysis of the questions. The idea is that you show complexity and a thorough understanding of the topic. When you respond to at least two other students, you are critiquing and reacting to what other students have read. You may disagree, or you may agree completely and compliment the student on what they wrote. The idea here is that as historians, we all see the world differently, and we should learn from each other, while being respectful.

As long as you do the reading and follow the rubric below, you should receive 17 - 20 points every time…**No late postings:** You must post your response by the date listed. The rubric for the Discussion Boards can be found on Canvas as well as here on the syllabus. Basically, it is a 15/5 split. In other words 75 percent of this grading is based on your responses alone, and 25 percent is based on how well you respond to two other students. Please contact me if this is unclear.

# Rubric for asynchronous discussion boards

**Discussion Rubric**

| Discussion Rubric |
| --- |
| **Criteria** | **Ratings** | **Pts** |
| This criterion is linked to a Learning Outcome Primary Post*approximately 400-500 words but may be longer* |

|  |  |  |  |
| --- | --- | --- | --- |
| 15.0 ptsDiscussion post reflects a direct response to the prompt, few grammatical errors, is historically accurate, original, and creative, and follows the MLA format | 12.0 ptsDiscussion post reflects a direct response to the prompt, is historically accurate, has some minor grammatical errors, and some originality, and follows the MLA format | 9.0 ptsDiscussion post reflects an adequate response to the prompt, but has many grammatical errors and does not follow the MLA format | 0.0 ptsDiscussion post is short, reflects no direct response to the prompt, and contains many grammatical errors. |

 | 15.0 pts |
| This criterion is linked to a Learning Outcome Responses*approximately 100 words each but may be longer* |

|  |  |  |
| --- | --- | --- |
| 5.0 ptsTwo or more responses to peers' posts, extend the conversation, and attempt to stimulate conversation among your peers | 3.0 ptsOne response meets requirements; second is missing. | 0.0 ptsNo responses are submitted to other students |

 | 5.0 pts |
| Total Points: 20.0 |

## Late and Makeup Assignment Policies:

There are **no** make ups unless it is an absolute emergency and I have been notified before the due date of this emergency (surgery, death, etc.). “I’m having issues with my computer” is not an excuse. The one exception to the rule is if the entire system of Canvas is down.

## Exams

Although the first syllabus quiz is not timed**, the midterm and the final are.** These assessments will combine multiple choice, true and false, short answer, and essay questions.

**You cannot retake an exam**. This means that you should do your best to ensure the proper conditions are met before beginning one. Here are some guidelines:

* **Use a grounded computer**: Are you on a wireless connection? Not a good idea, since wireless connections are much more likely to cut out than a grounded computer. If you don't have a grounded computer at home, the college has plenty on campus, or you can use a friend's grounded computer.
* **Do not hit your browser's back button**: Not only is backtracking prohibited on the exams themselves, but using your browser's back button is likely to kick you out of the exam.
* **Allow cookies on your computer**: Some computers are set to block cookies, meaning that they block communications from Canvas. Ensure that cookies are enabled before taking the assessment. You can enable them temporarily, and then disable them. If you're not sure how to do this, Google "enable cookies on X browser" where X stands for whatever browser you use.

Naturally, you may do all these things and still have problems. In this case, I suggest contacting a Canvas rep as the problem may be on your end. Also, since this is an online class, that gives you more leeway to not tell me the whole truth about the situation. Just know that, best case scenario, I will offer you an alternate assignment instead of the exam. Wouldn't you rather do your best to ensure the assessment goes smoothly, rather than do additional work?

## Weekly assignments:

Most of the readings you will be doing are from Foner’s book, and these directly pertain to the discussion boards. As you will see, you do not have to read the entire chapter. Rather, you will choose 4-5 to answer based on Foner’s Chapter Review questions. The idea here is that you learn from both your own in-depth answers and those from your peers when you respond to their DB posts.

## Research Paper:

This 5-7-page paper is due on the date listed on the syllabus. I will be providing more detail throughout the semester on Canvas, and I urge you to begin your research ahead of time while working with me on your Rough Draft. **I do not accept late research papers.** You will be writing using MLA style, and the following website provides great detail on how to use in - text MLA citation: *http://owl.english.purdue.edu/owl/resource/747/02/*

**Academic Accommodations: Disabled Student Programs & Services**

If reasonable accommodation, as defined by the Americans with Disabilities Act of 1990, is needed, it is the responsibility of the student to the present the “Disabled Student Services Reasonable Accommodation Form” to the instructor during the first two weeks of class. Reedley College uses Starfish for scheduling, but if you would prefer to call, you may do so at 559-494-3032 or you may contact via email at DSPS@reedleycollege.edu.

**Academic Success:**

To further your success, reinforce concepts, and achieve the stated learning objectives for this course, please refer to the One Stop Student Service Center located in the Student Center. Reedley College also offers Health and Wellness, Counseling, Basic Needs, and most importantly Guided Pathways: https://www.reedleycollege.edu/academics/guided-pathways/index.html

**Plagiarism and Academic Dishonesty:**

Plagiarism is a very serious offense. Any students caught submitting work that is not their own but is represented as such are subject to discipline by Reedley College. This can range from receiving a letter grade of “F” for the course to expulsion. ***This includes using Quizlet or other online websites by copying and pasting word for word. It also in includes plagiarizing off of other students’ discussion board posts, either from this semester or a previous one.*** Students are required to cite the use of materials written by others in all written communications for courses. ***When you write the research paper, you need to cite in the text even when paraphrasing***. Remember, the use of ideas, words or phrasing without proper attribution constitutes plagiarism. The burden of proof rests on the student, not the instructor; in other words, the student will be required to prove that plagiarism has not occurred. Please refer to the Reedley College handbook for further reference.

**AI:**

**The use of ChatGPT or any other AI software is prohibited on the research paper.** If you use a generative AI tool to develop content for an assignment, you are required to cite the tool's contribution to your work. In practice, cutting and pasting content from any source without citation is plagiarism. Likewise, paraphrasing content from a generative AI without citation is plagiarism. (cme.edu)

**Tentative Course Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| Dates | Topics | Homework Due On: | Assignments Due On: |
| Jan 8-14 | Historiography, Syllabus, Writing Techniques, Primary v Secondary Sources, Reconstruction | Couvares et al., Writing Assignment | DB 1 |
| Jan 15-21 | The West, Toward an Urban Society, Industrialization | Foner Ch 15 EC | **Writing Prompt # 1:**  |
| Jan 22-28 | Populism, Imperialism, Just War theory | Foner Ch 16 | DB 2 |
| Jan 29-Feb 4 | Spanish American War | Foner Ch 17 | DB 3 |
| Feb 5-11 | Progressive Era | Foner Ch 18 | DB 4 |
| Feb 12-18 | WWI | Foner Ch 19 | DB 5 |
| Feb 19-25 | The New Era & The Great Depression | Foner Ch 20 | DB 6 |
| Feb 26- March 3 | The New Deal | Foner Ch 21 | DB 7 |
| March 4-10 | America and the World |  | **MIDTERM:**  |
| March 11-17 | WWII | Foner Ch 22 EC | DB 8 |
| March 18-14 | Cold War | Foner Ch 23 | **Rough Draft Paper** |
| March 25-30 Spring Break |  |  |  |
| April 1-7 | The Cold War | Foner Ch 24 | DB 9 |
| April 8-14 | The Postwar Boom, Civil Rights | Foner Ch 25 | DB 10 |
| April 15-21 | The Turbulent Sixties, The Vietnam War |  | **Research Paper Due: Nov 13**  |
| April 22-28 | Watergate, Counterculture | Foner Ch 26 | DB 11 |
| April 29-May 5 | Reagan, A New Conservatism | Foner Ch 27 EC |  |
| May 6-12 | Globalization, Iraq War, Clinton and Bush | Foner Ch 28 | DB 12 |
| Finals Week: May 12-17 |  |  | **Final Exam: May 16-17** |