

# United States History II

Spring 2026  
HIST 1302 -Online  
3 Credit Hours [No Prerequisites Required]

**Instructor:** Mrs. Jill “Nikki” Carter

**Email:** Jcarter@uttyler.edu [preferred contact]

- In your email, please note which class you are in
- Expect a response within 24 hours M-F or 48 hours on the weekends
- I will only reply to email from an official UT-Tyler email account

**Office Location:** CAS 122

**Office Hours:** Monday and Tuesday 1pm -2:30pm. Virtual Appointments available upon request with a 24-hour notice. Email is the quickest way to communicate, and I will make every effort to get back to you promptly. I encourage you to reach out if you have questions, concerns, or need any help as office hours are better thought of as student hours to help you to be more successful or get one on one time with your professors.

**“Education is the most powerful weapon which you can use to change the world.” ~ Nelson Mandela**

## **Canvas:**

This online class will be conducted through Canvas. If you experience any problems logging into Canvas or any technical problems with the system you should seek help from Campus Computing. They can be reached via email at [itsupport@patriots.uttyler.edu](mailto:itsupport@patriots.uttyler.edu). Please include your full name, student ID number and date of birth in any communications you send to them. If you experience any issues in Canvas, such as a locked module, you need to reach out to Canvas support and email me as well.

## **Course Description:**

We will explore American history from the end of the Civil War (1865) to end of the 1960s. In doing so, we will examine social, political, environmental, cultural, diplomatic, and military history and how each together shaped the course of American history.

## **Content Objectives:**

Upon completion of this course, students should be able to:

1. Demonstrate a strong understanding of the development of the United States in both a domestic and global context. [L1, SEP]
2. Develop analytical skills through thinking deeply, reading actively, and writing carefully about American history. [L1, SEP]
3. Gain a strong sense of scholarly skepticism by balancing everything with hefty amounts of context and perspective; Or, in the spirit of Voltaire, embrace the certainty that nothing is certain and that everything is and ought to be open to (careful and thoughtful) interpretation. [L1, SEP]
4. Appreciate and understand that accurate interpretations (see above) can *only* rest on ample and sturdy evidence. [L1, SEP]

**More Specifically, after completing this course, you should be able to:**

1. Identify and evaluate significant individuals, events, and eras in the history of the United States.
2. Recognize and analyze political, social, and economic changes in the history of the United States.
3. Identify and evaluate causes and effects of domestic and international issues and events in the history of the United States.
4. Apply relative chronology through the sequencing of significant individuals, events, and eras in the history of the United States.

**Important Note:**

I encourage you to meet or correspond with me regularly if you would like to discuss or clarify lecture material, videos, or readings, or simply to talk about government or history more broadly. Please keep this in mind as we move through the semester.

Some semesters, life circumstances intervene in ways none of us expect. If you encounter difficulties, I am more than willing to talk with you about your options and to connect you with appropriate resources. In some cases, the challenges may be significant enough that you need to consider withdrawing from one or more courses. Education is vitally important, but there are moments when other priorities must come first, and only you can make that decision.

While I will always try to support you, I cannot evaluate you on how you manage personal circumstances. Your grade reflects your academic performance in this course, not the difficulties you may be navigating outside of it. I hope we all have a semester where these issues do not arise, but please know that I am here to help if they do.

**Another Important Note:**

In this course, you will encounter a wide range of characters, events, and connections that shaped early America. My hope is that you come to understand how profoundly this period has influenced—and continues to influence—our world today, whether politically, militarily, environmentally, diplomatically, socially, or culturally.

To fully understand and appreciate any historical narrative, it is essential to know its key figures and major events. This means you will need to commit a considerable amount of material to memory. After all, what subject does not require some level of recall? At the same time, I recognize that specific names and dates naturally fade over time. They fade for me as well, and that is perfectly normal.

Think of this information as scaffolding. Like the temporary structure used to build something enduring, these details are crucial at the beginning, but they are not meant to remain in place forever. Their purpose is to support the creation of a strong, lasting understanding of the early American past.

Ultimately, the “finished product” for this course is your broader comprehension and appreciation of early America—an understanding that I hope will stay with you long after the individual details have faded.

**Attendance and Late Work Policy**

Regular attendance and engagement are essential to success in this course. You are expected to log into Canvas each week to work through the module content and complete the graded assignments. Simply

logging in without engaging with course materials or completing assignments does not count as attendance, as it does not contribute meaningfully to your learning.

Each unit is organized by week, with all assignments due on a specified **weekly due date (Friday at 11:59pm)**. This structure offers flexibility in how you manage your time throughout the week, but it is not intended to encourage waiting until the last minute to complete everything. Consistent weekly engagement will help you stay on track, build effective time management skills, and reduce stress.

If unexpected circumstances arise—such as illness, travel, or emergencies—you may submit late work under the following conditions:

- Late assignments (not exams) will be accepted for up to **three days past the due date**.
- A **25% deduction** will be applied **for each day** the assignment is late.
- Assignments submitted **more than three days late** will receive a grade of zero (0).
- *Late exams are not accepted for a grade. There are no make-up exams or alternative assignments given once a test has been missed. There are 5 exams given over the semester and one of them is dropped. If you miss an exam, then that will be your dropped test grade.*

You may also work ahead within a unit if that schedule works best for you. Submitting work early does not violate the attendance policy and is strongly encouraged.

If you have a computer issue, internet issue, or any other issue on the date an assignment is due is not an excuse for not completing the assignment on time and no additional points will be granted for late work. If you do the work early and an issue presents itself, then there is time for us to work together and resolve it so that you can submit the work by the due date. Unfortunately, each semester I have students who put off everything until the due date and sometime comes up or they run out of time. This causes you stress and harms your grade, I strongly encourage you NOT to risk this, but if you do, then you must accept those consequences.

**Also, there are no make-up exams or alternative assignments given once a test has been missed. There are 5 exams given over the semester and one of them is dropped.** If you miss an exam, then that will be your dropped test grade. If you miss multiple exams that are open for an extended period of time because of an emergency situation then I encourage you to reach out to the CARE team on campus for that they can help you and determine the best course of action. No provisions are made in this course for missing more than one test in a semester. If you are going to miss an exam because of a school activity, you must make arrangements to take the exam prior to the day the exam will be given, as they are open the entire time the unit is.

### Required Reading:

1. Textbook: This semester the book is a free PDF textbook from OpenStax. The PDF file is provided for you in Canvas and you can download it from there. The website is also provided below and it is in Canvas.

Website: <https://openstax.org/details/books/us-history>

2. Power Points, outlines, notes, timelines, etc. uploaded onto Canvas

**Course Structure:**

This course will be conducted in four units and there will be one exam over the material in each unit. There is also a comprehensive final exam. Each unit will be available for a limited period of time and late work is for full credit is not accepted once that deadline passed. Please see the attendance policy below for more details and check Canvas for due date for assignments.

To encourage your own success, I suggest you to log thorough the week and complete work in a current module. Waiting until the last minute to do the assignments is not advised, can cause additional stress, and have a negative impact on your grade and or course work. For example, having a computer issue, internet issue, Canvas issue, or any other issue on the end of the day that assignments due is not an excuse for not completing them on time and no additional time will be granted to earn full credit on those assignments. On the other hand, if you do the work early and an issue presents itself, then there is time for us to work together and resolve it so that you can submit the work by the due date. The university has computer labs for you to use and most places have WIFI you can access. You can also use your cellphone as a hot spot in many cases (I recently had to do this to complete some of my work on time because of a storm).

**Quizzes:**

There will be 11 quizzes, each consisting of twenty multiple-choice and true/false questions over the video lectures, textbook, and unit notes for each unit. Each quiz is worth 20 points. Quizzes are designed to help familiarize you with at least some of the important material that will be on the exams. These are open-book/note and you have two chances to take each one. Quizzes are worth 220 points total.

**Module Assignments:**

Additionally, there will be 16 online assignments over the course of the semester, and they will vary in nature. They will be worth 5 points each no grades will be dropped. These assignments count for a total of 80 points. Please check Canvas for due dates.

**Online Exams:**

There will be four-unit tests and a final exam. Each exam will consist of a mixture multiple choice and true/false questions for a total of 100 points. There is a study guide posted for each exam. If you miss a test, there are no make-up exams given for individual exams. At the end semester, students who missed an exam will take the final exam as a grade replacement. Students who did not miss one have the option to take the final to replace another test grade and try to improve their score. Basically, no matter how you make it work, there are 5 exams and 4 count towards your final grade. See schedule below for due dates. Test count for a total of 400 points.

**An important note - Respondus lockdown browser software is required for exams (not quizzes) this semester. Exams are NOT open book or open note and outside resources, like google, are not allowed. To ensure academic honesty, you must complete the quizzes for each module before taking the exam, or else you will be given a 0 on the test. The exams are timed and once you answer a question, you cannot go back to it and there is a time limit.**

**Extra Credit:**

Extra credit is not offered on an individual basis, any extra credit is given to the entire class. Please refer to course policies handout for additional information.

## Artificial Intelligence (AI) Usage Statement

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

### AI Usage Policy for This Course

The use of Artificial Intelligence (AI) tools—such as ChatGPT, Microsoft Copilot, Grammarly, and similar technologies—is permitted only on assignments where AI use is explicitly allowed in the instructions.

#### Permitted Use

You may use AI tools only on assignments that clearly state AI assistance is allowed. When AI use is permitted, you must follow all instructions regarding how to document your use (e.g., including the prompt, tool used, and how you used it).

#### Prohibited Use

AI tools are not allowed on any assignments, quizzes, or exams that assess your individual understanding of course content and materials.

This includes—but is not limited to—essays, exams, and take-home assessments unless otherwise specified.

Grammar and writing assistants (e.g., Grammarly) are also considered AI tools and are subject to the same restrictions.

#### Academic Integrity

Using AI tools on assignments where they are not permitted will be considered a violation of the academic integrity policy and may result in disciplinary action.

### Semester Points Breakdown:

Quizzes (11 x 20pts): 220 pts

Module Assignments: 80 pts

Exams:400 pts

Total: 700 pts

### Final Grade Scale:

More than 89.5% of total points available = A

79.5% - 89.4% of pts = B

69.5% - 79.4% of pts = C

59.5% - 69.4% of pts = D

Below 59.5% of total points available = F

**Course Schedule:**

Week 1 – Getting Started Module – Week One

**UNIT 1**

Module 1 – Reconstruction – Week 2

Module 2 – The Gilded Age – Week 3 and 4

Exam #1 – Week 4

**UNIT 2**

Module 3 – The Progressive Era - Week 5

Module 4 – American Imperialism - Week 6

Module 5 - WWI – Week 7

Exam #2 – Week 7

**UNIT 3**

Module 6 -The Roaring 20s – Week 8

Module 7-The Great depression and New Deal – Week 9 and 10

Exam #3 – Week 10

**UNIT 4**

Module 8- WWII and the Holocaust – Week 11 and 12

Module 9 - the 1950s - Week 12 and 13

Module 10 -the 1960s - Week 13 and 14

Exam #4 – Week 14

**Final exam – Week 15 - Required for students who missed another exam, optional for those who took all four Unit tests and want to try and replace another test. The final will not harm your grade!**

**Online Classroom Conduct/Decorum:**

Practice decorum and decency in all discussion posts and communication with fellow students and the instructor. More than one offense will result in possible dismissal from the class. For further reading on Internet decorum, I recommend that you take a look at UT-Tyler's "Netiquette" Guide.

**Syllabus Notice:**

The instructor reserves the right to alter the syllabus; however, students will be given ample warning to any possible changes.

**Email Policy:**

Per university request, I will only communicate with students via your Patriot email accounts. The university has had several problems reaching students with vital questions or information because they do not check their Patriot email, and they have asked faculty to require that students use their Patriot email accounts. All responses to student email will be sent only to your Patriot email account (even if you send the email from some other account). Email sent from any non-Patriot email account will not be answered.

**Academic Honesty:**

**[\*\*\*IMPORTANT\*\*\*] Please carefully read the course policy found in Canvas and the university policy for cheating and academic dishonesty at the following website::**

<http://www.uttyler.edu/judicialaffairs/scholasticdishonesty.php>