

# **United States History II**

Maymester 2025 – Three-week course  
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

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

## **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.
2. Develop analytical skills through thinking deeply, reading actively, and writing carefully about American history.
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.
4. Appreciate and understand that accurate interpretations (see above) can *only* rest on ample and sturdy evidence.

## **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 with me regularly to discuss or clarify lecture, discussion, or reading—or to talk about American history in general. My job (and satisfaction) is as much to work with students on an

individual basis as it is to lecture and facilitate discussion. Please keep this in mind throughout the semester.

Also, some semesters, life gets in the way. Should you have one of these semesters, I am more than happy to talk to you about what to do. But if the trauma is too great, I strongly suggest you drop one or all of your courses. Your education is vitally important, but there are things that outrank even education sometimes—and *you have to make that call when it is necessary*. I cannot grade you on how well or poorly you deal with your life at given moments. Your grades reflect your performance in class—not how well you are dealing with other things. I wish all of us a semester in which these things aren't issues.

### **Another Important Note:**

When you finish this course, my goal is for you to have a strong understanding of the major themes, characters, and connections in the story of early America, and I hope you will recognize how enormously impactful this period has been (and remains) in our world today—politically, militarily, environmentally, diplomatically, socially, culturally, and so on. To fully understand and appreciate any story, it is imperative that you know-well the characters and events *in* that story. So, you must commit to memory a lot of material (characters and events) for this class. What class/subject does not require that you remember things? This said, I recognize and appreciate that specific names, events, etc., fade in time. (They fade for me, too.) That's okay. This stuff is the scaffolding. Like scaffolding for any structure, real or perceived, it is critically important early on, but it is not meant to stay forever—just long enough such that the finished product emerges in all its glory and remains for the ages. Simply put, the finished product for this course is your general understanding and appreciation for the American past—an understanding and appreciation that I hope will remain long after the details fade.

### **Required Reading:**

1. Textbook: This semester the book is a free PDF textbook – U.S. History by Open Stax. 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

### **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 make sure you review the module materials and to help familiarize you with at least some of the important material that will be on the exams. *These are open-book and you have two chances to take each one.* Quizzes are worth 200 points. Late work is 50% off per day (0 after 24 hours) and one of these quiz grades is dropped at the end of the semester (syllabus quiz grade will not be dropped).

**Assignments:**

There will be 4 assignments worth 5 points each. None of these grades will be dropped and you only have one chance to take the quiz. There are 4 article/video quizzes that you are allowed to use the article/video during the quiz. These assignments are worth 20 points. Late work is 50% per day (a 0 after 24 hours).

**Exams:**

There will be 5 exams. Each exam will consist of multiple choice and true/false questions. Each test is worth 100 points. You will receive a study guide prior to each exam. Tests are worth 400 points. If you miss an exam, no make-up tests are given, these tests are available for multiple days each. If you wait until the last day and something happens that prevents you from taking the exam that day, then you must accept responsibility for your actions. Having a technical issue, or any other problems, on the last day to turn in the exam does not entitle you to extended time. One test grade is dropped at the end of the semester, if you miss an exam, then that will be your dropped grade. **There is no lockdown browser requirement for exams for the Maymester course.**

**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. Do not email me at the end of the semester asking for extra credit to raise your grade, or to make up missed assignments to get a better grade, thank you.

**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.

The written work submitted by students in this course will be generated by themselves. This includes all process work, drafts, brainstorming artifacts, editing, and final products. Any instance of the following constitutes a violation of UT Tyler's Honor Code: a student has another person/entity do any portion of a graded assignment, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, using a previously submitted assignment and/or using AI tools (such as ChatGPT).

**Points Breakdown:**

Quizzes (10 x 20pts): 200 pts

Assignments (4 x 5 pts) 20 pts

Exams 400 pts

Total: 625pts

**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

**Schedule/Topic Outline:**

May 12- Official first day of class

May 13 – Getting Started Module and Syllabus Quiz Due – Census date for attendance

May 15 - all work from Unit 1 is due (Modules 1- 2 and test #1)

Mat 21- All work from Unit 2 is due (Modules 3-5 and test #2)

May 26- All work from Unit 3 is due (Modules 6-7 and test #3)

May 30 – All work from Unit 4 is due (Modules 8-10 and Test#4)

May 31 – Final exam - Last day of class

\*\* You may work ahead and complete all the work early if you wish to, all the assignments and exams will be open for you from the day the course opens. Due dates are firm, no extra time is given. The expectation is that you are working on these modules daily and not waiting until the last day or two to do everything \*\*

**Make-up Policy:**

**Make up work is not given on exam and late work is accepted on module assignments at 50% off per day.**

**Syllabus Notice:**

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

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](#).

**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>