

US History since 1877

Summer 2016 – June 6-July 9

HIST 1302-060

Three Credit Hours

Full-Online Course

Dr. Colin Snider – Department of History
csnider@uttyler.edu

Office Hours:
By Appointment
903-565-5758

Course Description

This course is an introductory level survey of United States history from the end of Reconstruction in 1877 up to the present. Additionally, this course will trace US history not just within our national boundaries, but will consider the ways in which the US shaped, and was shaped by, global events as its international presence increased throughout the nineteenth and twentieth centuries. As a result, this course will look at some of the major themes and questions of this era, including: What has the US's role in and influence on the world been in the last 150 years? How did the capitalist expansion of the Gilded Age shape American culture and society for different people? How did different groups experience, shape, and respond to social, economic, political, and cultural changes in the twentieth century? How have issues like racial or economic inequality transformed over time? In what ways and in what context did governmental power change in the twentieth century? How have economic, political, and social policies and struggles of the latter half of the 1900s shaped the world as we know it into the second decade of the twenty-first century? These are just some of the questions this course seeks to address. By addressing these and other issues, we will examine not only the ways in which historical processes played out in this period, but how we understand those processes today and what they mean to us historically, culturally, socially, and politically.

This is a full-online course administered entirely through Blackboard. All assignments, including exams, will be administered and taken through [Blackboard](#). Should you have any technical (computing) difficulties accessing the site, contact Campus Computing at itsupport@patriots.uttyler.edu.

Objectives

This class is designed to get students to generally understand the various narratives of US history between 1877 and the present, even while fostering the students' ability to analyze and think about history and history-making processes more generally at the local, regional, national, and global levels. Finally, this class will help students apply an understanding of US history to current events at the local, national, and global levels.

Thus, by the end of the semester, students will:

- Develop critical thinking skills that reflect an ability to analyze, synthesize, and evaluate information while improving creative thinking, innovation, and inquiry.
- Develop communication skills that reflect the ability to develop, interpret, and express their own ideas through written, oral, and visual communication.
- Develop a sense of social responsibility that reflects intercultural competence, knowledge of civic

responsibility, and the ability to engage effectively in local, regional, national, and global communities.

- Develop a sense of personal responsibility that the ability to connect individual choices, actions, and consequences to ethical decision-making.

More specifically, this course will teach students to:

- Identify key events, people and institutions in American history since 1877.
- Trace the political, economic and social transformations from 1877 to the Progressive Age.
- Trace the political, economic and social transformations from the Progressive Age to the end of World War II.
- Trace the political, economic and social transformations from the end of World War II to the end of the 20th century.
- Examine the effects of industrialization and globalization on American politics, economics and society.
- Analyze the effects of religious and social changes on the United States.
- Examine the effects of Native Americans, African-Americans, and others on American politics, economics, and society.
- Assess the impact of the historical development on contemporary issues.
- Assess the role of individuals in social changes and processes in the United States.
- Evaluate the impact of race, gender and class in an American comparative and global perspective.

Important Note

While this course is a full-online course, there are some elements of the academic and learning experience that cannot be fulfilled online. For this reason, I encourage you to meet with me regularly to discuss or clarify any material pertaining to this course—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.

Required Readings

Schaller, Michael, et al. *American Horizons, Concise: US History in a Global Context, Volume II: Since 1865*. 2nd Edition. New York: Oxford University Press, 2014.

(ISBN: 9780199389346)

Grandin, Greg. *Fordlandia: The Rise and Fall of Henry Ford's Forgotten Jungle City*. New York: Picador, 2010.

(ISBN: 978-0312429621)

Lewis, Penny. *Hardhats, Hippies, and Hawks: The Vietnam Antimwar Movement as Myth and Memory*. Ithaca: ILR Press, 2013.

(ISBN: 978-0801478567)

Course Requirements

There will be two exams throughout the course of the semester. Each exam will consist of a mixture of multiple choice questions, short answer, ID terms, and/or an essay (250+ words). Each of these exams is worth 100 points. The final exam is *not* comprehensive. Each of these exams will make up 25 percent of your final grade.

In addition to exams, there will be two quizzes on readings consisting of 25 questions that can be multiple choice, true/false, matching, or short essay, based on the textbook readings and unit notes [available on Blackboard]. These quizzes are designed to ensure you are acquiring important materials that may be present on your exam. These quizzes will collectively make up another 10 percent of your final grade.

As this is an online course, we will also have two online discussions that will be graded based on the quality, quantity, and originality of student comments. The first discussion will be on Greg Grandin's *Fordlandia*, meaning **you must have read *Fordlandia* by June 12** in order to answer the discussion prompt [available on Blackboard]. The second discussion will involve [the Digital History website](#) and will deal with the Vietnam War, serving as a companion to Lewis's book (see paper assignment, below). These discussions will make up another 15% of your final grade.

Finally, students will write a 4-5 page paper on Penny Lewis's *Hardbats, Hippies, and Hawks*. A separate sheet explaining the options and requirements for this paper will be distributed to the class well before the due date. This paper will make up the final 25% of your grade, and it is due on **Friday, June 26**. Each day the paper is late will result in a reduction of one-letter grade from the student's paper. If the paper is one week late, it will not be accepted, and the student will receive an **automatic zero** for the assignment.

Please note that ***there is no extra credit opportunity*** included in the syllabus. As a result, per class policy, failure to complete the assignments cannot be amended with additional assignments. This policy applies to everybody within the classroom, without exceptions.

Grades

As outlined above, the grades will be determined in the following manner:

| | |
|-------------------------|-------------|
| Paper : | 25% |
| Mid-Term Exam: | 25% |
| Final Exam: | 25% |
| Quizzes (2): | 10% |
| Online Discussions (2): | 15% |
| TOTAL: | 100% |

Important Dates

Monday, June 6 – First Day of Class

Monday, June 27 – Last Day to Withdraw from Class

Friday, July 8 – Final Exam

Online Etiquette

Just because this is an online class does not mean your interactions with the professor or your colleagues should be informal. When emailing your professor, be sure to address him as you would in a face-to-face class or as you would address your boss. This includes properly addressing him by name in correspondence, a courtesy and respect he will return to you. ***Please note: emails that fail to address your professor by name or that begin with "Hey" will not receive a reply.***

As should be the case in all internet discussions, 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 the ["Netiquette" Guide](#).

Make-Up Policy:

Because this is an online course, students must accept a greater degree of responsibility for remaining on top of their assignments and due dates. Every effort should be made to take quizzes and exams on time and complete all assignments by their due date. In cases of **emergency** (i.e., death in the family, serious illness, etc.), however, students will be allowed to make-up exams **at the discretion of the Instructor**, but missing an exam does not ensure you will be able to make up the exam. Missing an exam does not ensure the student will be able to take a makeup; such a decision is ultimately the professor's prerogative. Please contact me as soon as possible if you miss something for an emergency and we will work out the details. **Quizzes and discussion boards cannot be made up**; failure to take a quiz or submit a discussion board will result in a zero for the assignment.

Due Dates

With the above assignments outlined, the schedule for due dates for all the assignments is as follows:

| | |
|--------------------------|--------------------|
| Quiz I: | Wednesday, June 15 |
| Graded Discussion I: | Friday, June 17 |
| Midterm Exam: | Wednesday, June 22 |
| Final Day to Drop Class: | Monday, June 27 |
| Final Day to Drop Class: | Monday, June 27 |
| Graded Discussion II: | Tuesday, June 28 |
| Paper Due Date: | Friday, July 1 |
| Quiz II: | Tuesday, July 5 |
| Final Exam: | Friday, July 8 |

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Definition of Academic Dishonesty

Scholastic dishonesty includes, but is not limited to, submitting work that is not one's own. In the classroom, this generally takes one of two forms: plagiarism or cheating. Cheating can include (but is not limited to) using unauthorized materials to aid in achieving a better grade, inventing information, including citations, on an assignment, and copying answers from a colleague or other source.

Plagiarism is presenting the words **or** ideas of another person as if they were your own.

As a result, Plagiarism can include, but is not limited to, submitting work as if it is your own when it is at least partly the work of others, submitting work that has been purchased or obtained from the internet or another source without authorization, and incorporating the words and ideas of another writer or scholar without providing due credit to the original author.

Any and all cases of plagiarism or cheating will result in an automatic zero for the assignment. The professor also reserves the right to assign the students a zero for the semester, and to refer cases of plagiarism to the student's respective dean.

Please read the complete policy at <http://www2.utt Tyler.edu/catalog/10-12/1491.htm>

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www2.uttyler.edu/wellness/rightsresponsibilities.php>

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date.)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade).
- Being reinstated or re-enrolled in classes after being dropped for non-payment.
- Completing the process for tuition exemptions or waivers through Financial Aid.

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.



Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, see <http://www2.uttyler.edu/disabilityservices/>.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.