HISTORY 1302:
HISTORY OF THE UNITED STATES SINCE 1865

Spring 2019 – online

Instructor:
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Virtual Office Hours by appointment

Course Objective:
This course examines the history of the United States from the end of the Civil War to recent history. We will use aural, visual, and written sources to learn about the experiences of different linguistic and ethnic groups as well as working- and middle-class communities.

Required Materials:
*Connect is a program that has your eTextbook and most of your homework assignments. You can purchase the required materials through the publisher's website via a link from your Blackboard assignments, following these directions: How to Purchase Required Materials.pdf

If you would like to read a physical print book, you can order a hard-copy looseleaf version of the book, hole punched for a 3-ring binder, sent to you, when you follow these directions: How to Add the Purchase of a Hard Copy Textbook.pdf

Note that you have the option for two-week free trial access. If you are not sure whether you will stay in the class, or if you are waiting for a paycheck to purchase textbooks, you can sign up for the free trial so you can keep up with the first two weeks of homework before purchasing the materials.

Course Requirements
Weekly Homework Questions 31%
Historical Skills Assignments 15%
Analytical Writing Journal 24%
3 Exams (10% Each) 30%

Grade Scale:
A  90-100%
B  80-89%
C  70-79% (required for a passing grade in a few majors, including education and nursing)
D  60-69% (a passing grade for most majors, for the purposes of not retaking a core class)
F  0-59%
Technical Skills and Computer Resources Required for This Course

As with all online courses, students must be able to operate a computer and have the necessary technical skills to navigate around a web page. Additional technical skills are not a prerequisite for this course, however your computer must meet certain minimum requirements to operate Blackboard.

You must have an adequate computer and internet connectivity to stream videos and to run Blackboard. A table describing Blackboard-supported browsers can be viewed on Blackboard's support site.

Expectations of Time Spent on This Course

Because this is a 3-credit class, students should expect to spend a minimum of 9 hours per week to complete all the readings and assignments. This is comparable to a 3-credit face-to-face class, which requires your attendance for 3 hours per week and out-of-class assignments that take 6 hours per week. The difference here is that instead of getting much of your information through lectures as you would in a face-to-face class, you will learn most of the required content through reading, listening, and viewing assignments completed on your own.

This is not a self-paced course. The pace of assignments and due-dates is comparable to a face-to-face class that asks you to attend class every week and complete homework, writing, and exams throughout the semester. Each week you have reading, viewing, listening, and question-answering assignments due. Your assignments and exams also have due dates. You may complete assignments early, but you may not receive credit for completing them late. It is your responsibility to keep up with the assignments throughout the semester.

Much of your success in this class rests on your self-discipline to spend enough time on the class, and to pace your work so that you can complete assignments without rushing. If you leave assignments until the last minute, you will feel overwhelmed and behind, you will not learn the information, and you will likely not succeed. If you pace your work for this class so that you do something each day throughout the week, and put real concentration and effort into each assignment, you will do well.

Course Structure and Requirements

Weekly Assignments: Each week, you will be assigned a body of reading and other content to consume, such as primary sources, videos, songs, podcasts, websites, etc. Then you will complete sets of questions and activities to help process that information.

You must be prepared to complete and participate in all of the above in order to succeed in the course. The course is not self-paced and you must keep up with weekly deadlines. You can work ahead to a small extent, but not entirely. Read this syllabus carefully and ask any questions you might have about the course NOW. If an online class is not for you, you need to visit the history department within the first week.

Analytical Writing Journal: You will write journal entries regularly, in which you will analyze and reflect upon the material and its meaning and have one-on-one discussion with the instructor. These are not formal papers, but nor are they free writing: you will be responding to prompts, you are expected to use proper grammar and spelling, and to back up your positions with evidence and explanations. However, you will have choices and flexibility about what to write about, and you may raise your own topics. These posts will not be available to other students, so you may ask questions or make mistakes without worrying about others' perceptions.
**Exams:** There are three exams in this course. There is one per unit (the end of week 5, week 10 and during finals). Though the last exam will be completed during finals week, it is just like the other three exams—it is not cumulative. Each exam covers one third of the course. Each exam is timed and is to be completed in one sitting, but each exam will be open for a week (Wednesday to Wednesday, overlapping with your weekly work) so you can take it on a day that works for you.

You CANNOT use the Internet, your phone, your friend, your mom, your dad, the textbook, or ANY other person/material than your brain on the exams. Any of the above is cheating. You can of course use any source for studying, however, consulting any of the above sources while you take an exam or answering a question word for word from any of them constitutes cheating. Use your own words when answering short answer exam questions. The exams are timed and you cannot have extra time (except in cases of disabilities. See section on accommodations). Cheating results in a zero.

Plan ahead so you can complete the exams on time. There are no penalty-free makeup exams except in the case of a serious, extended, and documented emergency. i.e., if you leave it until the last hour before the deadline and your internet goes out, you can still take the exam, but you will receive a penalty (see late work). On the other hand, if you are in the hospital for the entire last week with a corresponding doctor’s note, then get in touch.

Read more detailed directions for assignments and explanations of grading and how to see feedback in the Module 1 and Week 1 folders, or in the assignments the first time a specific type of assignment is posted.

**Academic Honesty**

Academic work is built on trust. You are expected to complete the question-answering assignments, writing assignments, and exams on your own, not in groups. Your words and ideas need to be your own, not drawn from other people, websites, or course materials. Plagiarism (failure to properly cite a source or presenting another individual’s work as your own) and cheating on any assignments (receiving unauthorized aid, using unauthorized materials) will result in the student failing the course and may lead to other disciplinary actions. Please note that if the exact words of some other source shows up in your work, it qualifies as cheating.

For clarification on academic misconduct, discuss the issue with the course instructor. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the ASU Student Handbook.

**Code of Conduct for Electronic Writing Assignments and E-mail Correspondence**

In this class, we will communicate primarily by writing. Whether in the journals, email, or any other form of communication, you are expected to treat your fellow students and your instructor with courtesy and respect. In this class, the following rules of etiquette apply:

- When e-mailing me, please identify yourself as a student in the online class. This will help me immediately know how to best answer your questions.
- In both e-mails and assignments, spelling and grammar count. Do not use slang terms or shorthand “text-speak” abbreviations.
- It is okay to disagree, but it is not okay to insult. Flame-wars and ad-hominem attacks are not acceptable. No profanity. Offensive language will not be tolerated. No racial, ethnic, or cultural slurs. This may result in your removal from the class.
• Because it is difficult to read someone’s tone of voice in written communication, it is possible that statements not intended to be hostile come across that way. If you're not sure, err on the side of being overly formal and polite.

• The best way to contribute to a welcoming and positive atmosphere also happens to be the best way to get good grades on your writing: back up your statements with explanations and evidence.

Course Policies

Persons with disabilities: Persons with disabilities who require certain accommodations must contact the Student Life Office. You are encouraged to make this request as early as possible during the semester so that appropriate arrangements can be made. You can initiate this process by calling (325) 942-2047 or (325) 942-2211 (TDD/FAX) or by e-mail at studentservices@angelo.edu

Student Absence for Observance of Religious Holy Day: A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior. A student who misses the window for taking an exam or completing an assignment because of a religious observance shall be allowed to take an examination or complete an assignment scheduled for that day within a week of the assignment's deadline. Note, however, that no assignment or exam for this class is only open for one day. Each assignment is open for an interval no shorter than four days and possibly as long as five weeks. If a student intends to observe a religious holy day on the day an assignment or exam is due, he or she should complete the assignment or exam before the holy day.

Late Weekly Work: There is no credit for completing Weekly Work late without an approved extension. If you have a legitimate, documented reason you need an extension, contact the professor ASAP with your documentation. Plan ahead though. Having to work at your job on Sunday when the work is due is not a good reason if you could have done the work Monday through Saturday. Technical difficulties also rarely last all week. If you have technical problems, you need to take screen shots and call IT and/or Connect support to document any technical problems. You need to make every effort to get your technology to work and you need to show me you have done so and prove you could not get it to work for a technological problem extension. You are responsible for making sure you have access to working internet and the other basic technical requirements to complete this course.

Make-Up Exam Policy: Students must have a documented reason in order to make-up an examination. Contact the professor as soon as possible after an emergency in order to reschedule an exam within a week of its original due date. In order to make up an exam, you must contact me before the exam is due. If you do not contact me before the due date, do not expect to receive an extension. The fact that you got sick the day before an exam was due or that something happened on a certain day are not considered valid excuses because each exam and assignment is open for multiple days. Thus, to avoid potential problems, it is best not to wait until the last minute before the exam is due.

Response time and Feedback: Some of your weekly work is graded automatically (multiple choice questions for instance) and some of it I read and grade (any short or long answer that you type). You should be able to see your grades on every assignment in the blackboard grade center. The yellow explanation point means “needs grading.” You should also be able to see feedback from me on
anything I grade. As the instructor of this course, I will strive to provide timely response to your questions and timely feedback and grades for your assignments. Please contact me by email with any questions or concerns about this course. My goal is to reply to all emails within one work day, to grade all small assignments within one week, and to grade larger assignments like exams within two weeks. However, with so many students this semester, it may be difficult for me to reach that goal. If you think I may have forgotten to respond to an e-mail, please contact me again to remind me. Please do take the time to look at my feedback on your assignments. Each unit follows the same format, so looking at the feedback can help you improve your approach to the next unit. Feel free to email or schedule a virtual office hours session to discuss any feedback you have questions about.

**Texas Higher Education Coordinating Board Exemplary Educational Objectives for the SOCIAL AND BEHAVIORAL SCIENCES (History 1301, 1302)**

The objective of a social and behavioral science component of a core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

- To examine social institutions and processes across a range of historical periods, social structures, and cultures.
- To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.
- To understand the evolution and current role of the U.S. in the world.
- To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.
- To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
- To identify and understand differences and commonalities within diverse cultures.

**Course Schedule**

**Module 1:**
**Interconnected Regions: (Re)Building the Nation, 1865-1914**

1/14-1/20
Week 1: Reconstructing the Union, 1865-1877

1/21-1/27
Week 2: The New South and the Trans-Mississippi West, 1870-1914

1/28-2/3
Week 3: The New Industrial Order, 1870-1914

2/4-2/10
Week 4: The Rise of an Urban Order, 1870-1914
2/11-2/17
Week 5: Realignment at Home and Empire Abroad, 1877-1900

Exam 1 due Feb 20

Module 2:
Confronting Difference and Change in a Modern Nation, 1890-1945

2/18-2/24
Week 6: The Progressive Era, 1890-1920

2/25-3/3
Week 7: The United states and the Collapse of the Old World Order, 1901-1920

3/4-3/10
Week 8: The New Era, 1920-1929

3/11-3/17
Spring Break

3/18-3/24
Week 9: The Great Depression and the New Deal

3/25-3/31
Week 10: America's Rise to Globalism, 1927-45

Exam 2 due Apr 3

Module 3:
Struggles in Communities and on the Global Stage, 1945-2019

4/1-4/7
Week 11: Cold War America, 1945-54

4/8-4/14
Week 12: The Suburban Era, 1945-1963

4/15-4/21
Week 13: Civil Rights and Uncivil Liberties, 1947-1969

4/22-4/28
Week 14: The Vietnam Era, 1963-1975

4/29-5/5
and The United States in a Global Community, 1980-2018

Final Exam due May 10