**American Civilization, 1865-Present (Online)**  
**History 1002  
Spring 2021**

**Instructors**

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| **Name** | **Email** | **Office** | **Office Hours** |
| Katy Toebben (TA) | [kdtz89@umsl.edu](mailto:kdtz89@umsl.edu) | online | Tue 3:30-5 (Virtual) |
| Andrew Hurley (Supervising Instructor) | [ahurley@umsl.edu](mailto:ahurley@umsl.edu) | online | Fri 2-3 (Virtual) |

**Textbook**: Joseph L. Locke and Ben Wright, *The American Yawp*, all chapters available on Canvas

**Course Objectives**

This course will survey the major developments of United States history since 1865 in the context of broader global developments. Students will be expected to understand and articulate the major political, social and economic trends of the period and develop skills of historical research, analysis and writing. By the end of the course students should be able to write an argument-driven interpretive essay, link specific historical evidence with generalizations, and understand the importance of chronology in historical interpretation. In addition, students will have a foundation in U.S. History that will enable them to succeed in more advanced courses. The foregoing objectives will be pursued by investigating the following questions:

1. Why was the goal of racial equality so elusive in the four decades after the Civil War?  
2. Why did America turn against immigrants (after World War I)?  
3. What happened to democracy (between 1900 and 1970)?  
4. Was the Vietnam War a mistake?  
5. What happened to the American family after the 1960s?

**Official Course Description**

Continuation of [HIST 1001](http://bulletin.umsl.edu/search/?P=HIST%201001) to the present. Course fulfills the state requirement. Either [HIST 1001](http://bulletin.umsl.edu/search/?P=HIST%201001) or [HIST 1002](http://bulletin.umsl.edu/search/?P=HIST%201002) may be taken separately.

**Format**

The entirety of this course will be conducted online (although in-person appointments are encouraged). All of the materials you will need for this course can be accessed through the *Canvas* interface and within your textbook. It is essential that students have access to the internet, preferably at high speed. Inability to access and utilize its various components will not be considered a valid excuse for missing any assignments. If you experience any computer problems at home, use the computer labs on campus. Also, much of the course will involve participation in audio or video discussion through Voice Thread, which will require access to a microphone and/or camera.

The course is divided into an introductory unit and five modules, each of which will correspond to one of the questions listed above. Each module will consist of textbook chapters, video presentations, and primary source packages that should be studied before starting the graded exercises. Please be aware that due to the absence of live lectures and discussions, this course will require your consistent commitment to keeping up with the material. Completing the assigned readings will be of the utmost importance.

**Time Requirements**

If this course were offered on campus, you’d be in class 2.5 hours/week plus travel time. The online version is no different in terms of expectations for your involvement. This is an active online course that requires 3 hours of your time each week **in addition to** the time it takes you to read the required materials, watch the videos, and complete the assignments. That means that you need to plan to spend a minimumof **6 hours every week** (up to 9-10 hours a week) on activities related to this course. If you are worried about your preparedness, consider taking the [Online Readiness Survey](http://umsl.edu/go/ORS) to help decide if an online course is right for you.

## Participation (expectations)

It is vitally important that our classroom environment promote the respectful exchange of ideas.  This entails being sensitive to the views and beliefs expressed during discussions whether in class or online.  Please speak with the supervising instructor before recording any class activity. It is a violation of University of Missouri policy to distribute such recordings without my authorization and the permission of others who are recorded.

Your success in this course will heavily depend on your ability to communicate, engage and participate in all course activities. Successful completion of this course requires that a student keep up with all assignments, coursework and discussions. Timely participation in online discussions is a very important part of this course and participation in these discussions, and other activities as assigned, is not optional. You are expected to prepare and post to discussions in a timely manner consistent with the requirements contained within the course syllabus. Failure to participate in discussions will result in a failing grade for each missed discussion. Late participation is not allowed.

**Attendance Policies**

*Present* in class for online courses is determined by participation in an “academically related activity,” i.e. submission of an assignment, assessment or discussion forum posting. The last day of attendance is the last day a student is academically participating in the online course.

Documentation that a student has logged into an online class is not sufficient by itself to demonstrate academic attendance.

**Assignments**

There are **four** types of graded assignments in this class. For a detailed breakdown of assignments weights refer to the Schedule of Assignments listed further down in the syllabus.

**1. Quizzes** will test students on the course content. The first quiz will test the student’s comprehension of the syllabus. The remaining four quizzes will test the student’s comprehension of the historical material presented in the textbook, video presentations, and resource packets. Each quiz will cover one module. All questions are multiple choice and they will emphasize three types of knowledge: familiarity with the major historical developments of the period; comprehension of major arguments and points made by historians (textbook authors and lecturers) and primary source authors; and chronology of major historical developments. You may use your notes and textbook when you take a quiz. For more guidance on the quizzes, see the brief study guide at the end of the syllabus.

**\*Note: Although the first quiz can be taken multiple times and has no time limit, all subsequent quizzes must be taken within a 30-minute period and can only be taken once. Once you open a quiz, it must be completed in its entirety. You will not have a second chance. Make sure you have a reliable computer that will not crash in the middle of your quiz.**

**2. Research Assignments**

The research assignments are varied in nature. The first one emphasizes the relationship between primary sources and historical generalization. You will be given a paragraph containing some generalizations and you will search for primary sources that support those generalizations. The second gives you an opportunity to conduct research in a digital archive and present your findings in a discussion format. The third research assignment requires you to interview a family member or acquaintance and to write a brief biography of that person. It is important not to wait too long before beginning the third research assignments.

**3. Interpretive Writing Assignments**

The Interpretive Writing Assignments will likely require the most effort on your part, but the exercises are essential to success in college courses. These assignments will train you in the basics of writing historical essays, constructing theses, and effectively analyzing historical questions. Most of the interpretive assignments require you to develop your own historical interpretations about the past and to think about the relationship between historical arguments and specific historical evidence. These assignments should be submitted as Microsoft Word documents. If you do not have Microsoft Word, you can download and install a free office suite—such as OpenOffice or LibreOffice.

The lecture “Writing Historical Essays” will review the major components of a good history essay and these components will be the criteria used in grading the writing assignments. Be sure to watch this lecture (and all video lectures posted by Dr. Hurley). They are brief but extremely helpful in clarifying expectations. More specific criteria for grading each writing assignment can be found in the assignment descriptions in Canvas.

**4. Discussions**

Class discussions will be in audio and/or video format and will employ Voice Thread technology.

For each Voice Thread discussion, students will be restricted to a maximum of four postings. Each posting must be no more than 2 minutes in length. They should be spoken in formal, professional language, using correct grammar. Postings will be graded according to the following criteria: how well they reflect an understanding of the assigned material; the level of sophistication and depth; clarity of communication; the extent to which they respond to previous comments and move the discussion along. Moving the discussion along requires that you build upon previous comments with new information and ideas. It is important explicitly reference the previous ideas and comments you are building on. The number of questions (slides) in which you engage will also be taken into account. In other words: if there are four questions in a forum, better to make one comment for each rather than four comments for one, and none in the other three. On the other hand, is not required that you post on each question or slide. You are expected to draw on the primary sources as evidence for your arguments. A passing discussion grade requires at least two well-informed, constructive posts. Please note that each discussion imposes a limit on the number of allowable posts, so make sure each one you make is substantive.

While you are encouraged to take issue with positions presented by your classmates, please be respectful and do not make any personal attacks. Communicating electronically requires more sensitivity than communicating face to face. For further guidance regarding online civility see the section on Online Netiquette below.

Two of the discussions will take the form of online debates. Please see the instructions in Modules 3 and 4 for further information.

**Advice on Proceeding through Course Modules**

Each module is designed to be completed in a specific amount of time (approximately a week or so). The course has been set up so that you can complete the modules as quickly as you like; however, **once a module is closed you can no longer submit assignments, and you therefore must, at a minimum, keep pace with their posted due dates.** Within each module, you can complete the assignments in any order you like as long as each assignment is submitted by the designated deadline. We recommend, however, that you proceed in the order that the assignments are listed within the module. Normally, you will spend the first portion of the module to watching the introductory video, reading the textbook chapters, and reviewing the primary sources. As you read and listen to the material, take notes. The notes will improve both comprehension and retention. Moreover, you can use those notes for speedy reference when you are ready to take the quiz and participate in the discussion. We recommend going through several drafts before submitting your writing assignments. We also encourage you to meet with the TA to review your writing strategy at least several days in advance of the deadline.

In most cases, assignments will be due on Thursday at 11:59 pm, **but it is** **your responsibility to know your due dates**. Due dates may be subject to change, so be sure to check the course site and your school email frequently for announcements.

**Grading**

Students will receive numerical grades on all assignments ranging from 0-100. Numerical grades can be translated into letter grades according to the following table:

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| --- | --- |
| A 93-100 | C 73-76.99 |
| A- 90-92.99 | C- 70-72.99 |
| B+ 87-89.99 | D+ 67-69.99 |
| B 83-86.99 | D 63-66.99 |
| B- 80-82.99 | D- 60-62.99 |
| C+ 77-79.99 | F 0-59.99 |

Grades for all assignments should be interpreted as follows: A=outstanding work; B=excellent work; C=acceptable work (this is usually the average class grade); D=work that reflects a poor grasp of the material or insufficient effort; F=unacceptably poor work. Pluses and minuses will be used on final grades. Late submissions of writing assignments will be penalized at the rate of 3 points for each 24-hour period. No late submissions are allowed for any other assignments. There will be no excused absences from any of the assignments in this class. Grades for the first two writing assignments may be appealed by submitting a written request via email to the person who graded your paper within four days after receiving your initial grade. The grader will then erase the original grade and notify another course instructor/TA to regrade the paper. The student must accept the second grade, regardless of whether it is lower or higher than the first grade.

The specific weight given to each of the graded assignments will be noted in a subsequent section.

**Academic Integrity**

All students must abide by the standards of academic integrity established by the University as outlined at: <http://www.umsl.edu/services/academic/policy/academic-dishonesty.html>**.** Plagiarism will not be tolerated. Plagiarized submissions will result in a grade of 0 for the assignment. The term **plagiarism** includes, but is not limited to: (i) use by paraphrase or direct quotation of author with footnotes, citations or bibliographical reference; (ii) unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials; or (iii) unacknowledged use of original work/material that has been produced through collaboration with others without release in writing from collaborators.

**Special Needs**

Students with a documented disability needing academic adjustments or accommodations are requested to contact their designated teaching assistant during the first two weeks of class. All communications will remain confidential. Students with disabilities must also contact Disability Access Services in 144 Millennium Student Center.

**Communication**

Over the course of the semester, your instructor will communicate with you through email and the “Announcements” section/tab on Canvas. Announcement notifications will appear with the “Course Announcements” icon on your “Dashboard” on Canvas or as a bulleted list under “Inbox” on your Canvas page. If you are inside our HIST 1002 course on Canvas, any announcements and notifications will appear under the “Home” tab in a list called “Recent Activity.” It is important to check Canvas or your UMSL email daily to see if there are any messages from your instructor. Students are responsible for all information disseminated by the instructor via email or the Canvas class page over the course of the semester. It is your responsibility to check your student email frequently. Requests to reach students at alternative email addresses will be denied; be sure to have your UMSL emails forwarded to your preferred provider if necessary.

As this is an online course, email communication will be crucial; your Teaching Assistant, will respond to your emails as promptly as possible. If you have not heard back within 24 hours, email again to double-check that your message was received. All feedback on assignments will be delivered through Canvas. Normally, feedback and grades will be posted within two weeks of student submissions.

If you need to reach out to the Teaching Assistant, feel free to do so as often as necessary. You are also encouraged to visit during office hours at some point during the semester. If your schedule conflicts with the instructor’s posted office hours, an appointment can be scheduled for a different time.

**Schedule of Assignments and Percentage of Total Grade**

**Unless noted otherwise, all assignments are due at 11:59 pm on the listed due date.**

**Introductory Unit**  
Access material in this unit from the “Modules” tab, under the “Getting Started!” heading on Canvas.

Introduction on Voice Thread Due 1/21 1%  
Syllabus Quiz Due 1/21 1%

**Module One**  
NB: It is strongly recommended that you get started on Module One right away, even before the due date for the Introductory Unit.

Access material in this module through the “Modules” tab in Canvas.

*The American Yawp*, Preface, Chapters 15-18  
Video Presentations  
Primary Source Packages  
Research Assignment Due 1/28 3%  
Quiz Due 1/28 4%  
Discussion Due 2/4 5%

**Module Two**  
Access material in this module through the “Modules” tab in Canvas.

*The American Yawp*, Chapters 18.3, 19-22  
Video Presentations  
Primary Source Packages  
Research Exercise/Discussion Due 2/18 5%  
Quiz Due 2/18 4%  
Writing Assignment Due 2/25 8%

**Module Three**  
Access material in this module through the “Modules” tab in Canvas.

*The American Yawp*, Chapters 23-27  
Video Presentations  
Primary Source Packages  
Quiz Due 3/11 4%  
Discussion Due 3/11 5%  
Writing Assignment Due 3/18 14%

**Module Four**Access material in this module through the “Modules” tab in Canvas.

*The American Yawp*, Chapters, 25.2, 27.5, 28  
Video Presentations  
Primary Source Packages  
Quiz Due 4/8 4%  
Discussion Due 4/15 5%

**Module Five**  
Access material in this module through the “Modules” tab in Canvas.

*The American Yawp*, Chapters 26.5, 27.6, 28.3, 28.7, 29-30  
Primary Source Packages  
Research Assignment (Biography) Due 4/29 7%  
Quiz Due 4/29 4%  
Discussion Due 5/6 5%  
Interpretive Assignment (Final) Due 5/13 21%

If you have any questions about this course, please contact your instructor by email as soon as possible.

**How to Study for Quizzes in History 1002 (Online)**

Even though all quizzes in this course are open book, the thirty minutes allotted for each quiz does not provide enough time to look up every answer. To do well on the quizzes, you need to have read/watched all the module material and absorbed it. There is a lot of material in each module, so even advanced reading and watching will usually not produce good test results unless you take notes. The best strategy for success is to take good notes as you read the textbook chapters, watch the video presentations, and review the primary sources. Then, when you take the quiz, you can consult your notes, and these alone will (hopefully) enable you to answer the questions. Of course, the key to this strategy is good note taking. Remember: the quizzes will not ask you to recall trivial facts; rather, the quizzes are designed to test your familiarity with the major developments, people, and events of each historical period. One way to identify these is to note terms that are highlighted in bold in the textbook. Also, the end of each textbook chapter displays a list of key terms; you should know these.

For example: the quizzes will test your comprehension of the major points made by both historians and the authors of the primary sources; as you read through the textbook, watch the videos, and review the primary sources, try to identify the major points that are being made and write them down. A typical question might ask you to complete the statement: “One of the main points made by Lulu Carrington in her primary source about immigration was…”

Finally, while it is not necessary to get caught up in the memorization of dates, it is important to have a sense of chronology—that is, the sequence in which major events occurred. Each textbook chapter has a timeline in the back which will help. In studying for the quiz, it may help to construct a timeline covering all the module chapters, placing major events and developments on the timeline.

## Online Class Netiquette/Behavior

**Be self-reflective** before you post an emotional response and reread what you have written to be sure it is positive. Think of your comments as printed in the newspaper.Your online comments will be seen, heard and remembered by others in the class.

**Use effective communication.**

Avoid the use of all caps or multiple punctuation elements (!!!, ??? etc).

Be polite, understate rather than overstate your point, and use positive language.

If you are using acronyms, jargon or uncommon terms, be sure to explain them so everyone can understand and participate in the discussion.

**Ask for clarification** to a point if you feel emotional from a classmate’s post. It is likely that you misunderstood his/her point. This strategy will also help you step away from the intensity of the moment to allow for more reflection.

**Sign your name.** It is easier to build a classroom community when you know to whom you are responding.

**Foster community.** Share your great ideas and contribute to ongoing discussions. Consider each comment you make as one that is adding to, or detracting from, a positive learning environment for you and your classmates.

**Be constructive.** You can challenge ideas and the course content, but avoid becoming negative online. When you disagree politely, you stimulate and encourage great discussion. You also maintain positive relationships with others with whom you may disagree on a certain point.

**Keep the conversation** **on topic** by responding to questions, adding thoughtful comments about the topics at hand. Online dialogue is like conversation. If there is a certain dialogue going on, please add to it, but if you have something new to say, please post it in another thread.

**Define your terms.** When using acronyms or terms that are particular to your field (or new to our course), please define them for others.