

# HIST 215 online

## Social Forces that Shaped America

### Prof. Max Paul Friedman

### 3 credits

*Please read this entire syllabus carefully and refer to it regularly.* This is an intensive, asynchronous course, covering a semester in six weeks. Don't believe the myth that on-line courses are easy! You should **plan 10-12 hours/week** of work, including intensive reading and writing. There is no requirement to be on-line at any particular time, but you have to keep up with regular deadlines for completing assignments. All times given are Eastern Time (DC time). Remember: you signed up for an "intensive" class! The only thing easier about an on-line course is the commute.

### Course Description

This course is an introduction to the way U.S. society has changed over time from the Civil War to the present, especially in view of its race relations, class structure, working conditions, gender roles, and experiences of war and peace. We examine the causes of change, whether from below via social movements, the collective decisions of individuals, and cultural developments; from above, through the actions of the three major branches of government; or, more commonly, through a complex interaction of these forces at decisive moments of dramatic circumstances, from the battles over industrialization to national conflicts over whether all Americans should hold the same rights.

### Contact

We encourage you to post questions on the blog if they are not private! Use the [General Questions page](#) for content or technical questions when other students may be wondering the same thing. For individual or private questions, use e-mail. Expect a response to e-mails and posted questions within 48 hours.

**Prof. Friedman** [friedman@american.edu](mailto:friedman@american.edu)

**TA Paul Behringer** [pb1169a@student.american.edu](mailto:pb1169a@student.american.edu)

**Response Time:** feedback on assignments provided via e-mail or comments on blog within three days or sooner.

### Class blog

We will be using a Wordpress/Edspace blog for class discussion. What we post there is visible only to members of the class. After you reply to an invitation e-mail, visit our [class page](#) and bookmark the site for easy reference:

<http://edspace.american.edu/hist215/>

You will receive login access and instructions on posting in an e-mail sent to your AU e-mail address.

### Open Education Resources (OER)

This course uses Open Educational Resources—freely accessible, openly licensed documents, including an OER textbook tailored to this course. These materials are cost-free to students, part of an effort to slow the rising cost of college education. (You're welcome!) There is also one book required that should be purchased, but is available for pennies at used book sites, as well as in e-book format on Kindle if you prefer.

**General Education Program.** This course belongs to Foundational Area Two, "Traditions that Shape the Western World." It contributes to numerous educational objectives, including *exploring diverse historical and philosophical traditions, reading fundamental texts from those traditions in context, and developing your ability to critically reflect on religious and philosophical issues.*

## Student Learning Outcomes

You will learn to apply historical methods (analysis, evaluation, synthesis) to critically evaluate the record of the past and how historians and others have interpreted it.

You will learn to explain the impact of key events and actors in American history with particular consideration paid to a variety of experiences, including those that have emerged from scholarship on age, disability, ethnicity, gender, race, religion, sexual orientation, and social class.

You will learn to argue, through scholarly debate, a valid interpretation of historical events based on primary and secondary sources.

## Required Textbooks/Other Materials

OpenStax College, *U.S. History Textbook* tailored for “Social Forces that Shaped America” – our electronic version only (you may print it if you wish). Individual chapters are linked in Blackboard for reading on-line. There are also pdf and epub versions on Bb under “OER Textbook” if you prefer to download it for off-line reading. Free!

Anne Moody, *Coming of Age in Mississippi*, any edition ok, including kindle or used copy.

**Recommended:** Strunk and White, *The Elements of Style* (New York: Longman, 2000). ISBN 020530902X. Also available free on-line at [www.bartleby.com/141](http://www.bartleby.com/141).

Other required reading materials are posted on Blackboard.

## Course Expectations

**Grading.** Original discussion posts 25%; response posts 5%; exercises 25%; Moody essay 20%; final exam 25%.

Assignment	% of overall grade	Due Date – by this time or earlier:
Original Discussion Posts	25%	every Wednesday 11:59pm
Response Posts	5%	every Friday 11:59pm
On-line exercises	25%	varies, see syllabus schedule, 11:59pm
Moody Essay	20%	August 4, 11:59pm
Final Exam	25%	August 17, 11:59pm

**Grading scale.** 94-100 = A, 90-93 = A-, 88-89 = B+, 83-87 = B, 80-82 = B-, 78-79 = C+, 73-77 = C, 70-72 = C-, 68-69 = D+, 63-67 = D, 60-62 = D-, less than 60 = F. Work not handed in gets zero points.

**Writing format.** Essays should be double-spaced in 12-point format with 1-inch margins. When you refer to any information you obtained from any source, including the assigned books, provide a footnote including the page number. (Don't copy material from the internet and submit it as your own! Even single sentences or paragraphs. That's "plagiarism," or intellectual property theft, and is punished by American University. Do your own writing instead.) Spell-check and proofread before submission. If you need writing help, consult one of the instructors or work with our excellent Writing Center (information below).

**Participation.** You must make at least one post and respond substantively to at least one other student's post per week. Posts will be evaluated for quality. This means not merely posting the first thing that comes to mind but asking relevant questions and making comments directly related to the materials and the readings and the questions posed on the blog. Do not simply evaluate someone else's post ("great comment, Victoria!") but advance the discussion in your comment. Please address one another by name.

**Late work.** Assignments will lose 3 points if submitted after the deadline for the first 24 hours, and 5 points per day late thereafter, including Saturdays and Sundays.

**Professionalism.** To avoid late work or last-minute computer or printer trouble, work like a professional: read the course schedule and Blackboard weeks to plan ahead, and don't wait until the day before the deadline to get started. If you have trouble meeting deadlines, give yourself a special early deadline. Save your work frequently and make an automatic backup (I recommend Dropbox or another program that keeps copies on your hard drive and in the cloud). Reports of computer trouble will be met with sympathy but are not valid excuses and will not result in an extension. See also "online course requirements" below.

This course has a lot of deadlines with specific times for submissions. Put them in your own calendar now, so you don't miss something. You can always submit ahead of the deadline if you will be busy at that time.

## Assignments

**Posts.** See "Participation" above. Our discussions are organized by theme on the [course blog](#). Each week, you'll find instructions for discussion posts on the Blackboard site under "Week 1," "Week 2," etc. Please reply to the thread established under the instructor's prompt on the blog, or reply to an individual student if your comment is a response to what they have said. Use formal grammar, spelling, etc. (not the abbreviations common in texting). You should look at these well before the deadline, because some require on-line research and reading to answer. Minimum one original post and one response to another student per week. These posts are worth 25% of the course grade for original posts and 5% for responses to other students.

**Moody essay.** Rather than a generic book review, you will write a 5-7 page essay that responds to specific questions connecting the reading to the historical era. It must make reference to characters and events in the book, and will be graded on the quality of the writing and the content. More information on Blackboard. 20% of course grade.

**Exercises.** There are numerous short assignments that often involve reading documents and answering questions through on-line forms. These are explained individually in the Blackboard weekly folders. They are collectively worth 25% of your grade.

**Final exam.** The final exam will require you to answer questions that address issues raised in the course using class materials. More details to follow. It is worth 25% of your grade.

## How to Follow the Course

This syllabus is a useful overview of what is required each week. The best way to be sure you are doing the assignments in the right order and on time is to work your way through the **folder for the week** in Blackboard, where all assignments, readings, lectures, and exercises are posted or linked in order. **At the beginning of each week**, look through the entire week's folder to get an overview of the tasks you need to make time for. Then do them in order. **Don't wait until the due date!**

Protip: even though this is an on-line course, you'll find it useful to use a notebook and pen, or keep notes on your computer: to jot down key terms and themes from the lectures, to answer review questions and critical thinking questions in the textbook chapters, and to keep track of other interesting material you are learning. Doing so will help you learn, help you write more effective blog posts and essays, assist you with the final exam, and improve your course grade.

## Course Schedule

Week/ Date	Topic	Read/Watch 00-15 are lectures	Assessment/Activity	Due Date: 11:59pm DC time ...or earlier!
<b>Before Class</b>	Welcome!	Review the class syllabus. If you have questions, post them on the class blog <a href="#">General Questions/FAQ</a> page.	Intro post to <a href="#">class blog</a> . Also edit your profile there to add your name & a photo of yourself. Head shots work best.	Before first day of class
<b>Week 1:</b>	The Civil War in American Memory	00 "Introduction" 01 "The Uncivil War" 02 "Causes of Civil War" 03 "Robert E. Lee & Slavery" Freeman pdf Pryor pdf Ch. 15 textbook	Primary/Secondary source exercise.	• Wednesday
			Causes of the Civil War survey.	• Wednesday
			Emancipation Proclamation exercise.	• Wednesday
			Robert E. Lee & Slavery blog post.	• Thursday
			Response (to other students) post.	• Friday
<b>Week 2:</b>	Dream Factories: Industrialization and Labor	04 "Railroaded" 05 "Worker Responses" Carnegie pdf Workingman's Prayer pdf Sinclair pdf Montgomery pdf Ch. 18 textbook Plagiarism handout	Wealth/inequality blog post.	• Wednesday
			Labor movement exercise.	• Friday
			Response post.	• Friday
<b>Week 3:</b>	The American Empire	06 "Overseas Expansion" 07 "War of 1898" Ch. 22 textbook Kipling, "White Man's Burden" Martí, "Letter to the Editor" Twain, "On Imperialism" Virtual Training: Historical Research on the Internet Extra time? Start Moody parts 2, 3, 4.	Empire (historical) post.	• Wednesday
			Empire in the News exercise.	• Thursday
			Historical Web Research exercise.	• Friday
			Response post.	• Friday

<b>Week 4:</b>	Rise of the State: Progressivism Depression and War	08 “Progressivism” 09 “A New Deal” 10 “World War at Home” Terkel, <i>Hard Times</i> Ch. 21 textbook Ch. 25 textbook Ch. 26 textbook Ch. 27 textbook Start Moody, Parts 2, 3, 4.	Depression oral history post.	• Wednesday
			New Deal in the News exercise.	• Friday
			Response post.	• Friday
<b>Week 5:</b>	Civil Rights and the Student Movement	11 “Civil Rights” 12 “Vietnam and the War at Home” Ch. 29 textbook Vietnam testimony sites Moody, <i>Coming of Age in Mississippi</i> (Parts 2, 3, 4) Freedom Riders exhibit Obama and Zirin on Muhammad Ali (pdf)	Vietnam War post.	• Wednesday
			Moody essay via “submit work” on Blackboard.	• Friday August 4
			Response post.	• Friday
<b>Week 6:</b>	Right Turn: the Culture Wars	13 “Watergate” 14 “Feminism and Backlash” 15 “Age of Reagan” Nixon Tapes Friedan, “Feminine Mystique” Fetters, critique of Friedan Ch. 30 textbook Ch. 31 textbook	Watergate exercise.	• Wednesday
			Feminism & conservatism post.	• Thursday
			Response post.	• Friday
<b>End of class:</b>	Final Exam Due	Review textbook, readings, blog pages and notes in preparing final exam	Submit final exam via “submit work” on Blackboard.	• Thursday August 17

## How to Submit Essays and Exams

Complete your essays in MS Word or pdf and upload them by the deadline by clicking on “Submit Work” on the main Bb menu. Then find that week’s “Assignment Dropbox” link on our Blackboard site. Then click “Attach File – Browse My Computer,” select your file, click “Open,” scroll down and click “Submit.”

## How to Access Grades

In Blackboard, click “My Grades” under Course Tools after the grade for each assessment task is released.

## Discussion Board Rubrics

### Discussion Board Initial Posts: *Requirements*

- Responds to all prompts from instructor
- Refers to readings, lectures, other course materials, not just your opinions
- Length: At Least 250 Words

Fulfills Requirements	Excellent (9-10 points) Writing requirements characterized as excellent demonstrate: •Ability to meet and exceed all of the writing expectations •Satisfying and even surpassing the writing length requirement • Tying your points to materials such as texts and lectures we are studying	Adequate (5-8 points) Writing requirements characterized as adequate demonstrate: •Ability to meet all or most of the writing expectations •Satisfying the minimal writing length requirement • Minimal reference to course materials. To improve: •Revisit some of the assignment guidelines.	Inadequate (0-5 points) Writing requirements characterized as inadequate demonstrate: •Inability to meet all or most of the writing expectations •Failure to satisfy the minimal writing length requirement. To improve: •Revisit the assignment guidelines, paying close attention to: - the post length – inclusion of course materials - main topics and assignment questions.
Overall clarity and organization	Excellent Narratives written with excellent clarity demonstrate the following characteristic: •Extremely organized in their structure and ideas •To the point, expressing their content knowledgably and lucidly •Specific examples support the main concepts of the post.	Adequate Narratives written with adequate clarity demonstrate the following characteristic: •Fairly well organized in their structure and ideas • The essence of the post is easy to understand. To improve: •Use a wider range of examples •Some placement or sequence of the content may be reconsidered for better flow and stronger clarity •Some repetition of ideas can be eliminated to avoid redundancy.	Inadequate Narratives written with inadequate clarity demonstrate the following characteristic: •Poorly organized in structure and ideas •Difficult to comprehend due to a combination of many different ideas that are not related to one another and/or do not follow the main concept of the assignment To improve: •Consider the main points of the post, work on their organization and then address them with specific examples and explanations.
Organization	Excellent Excellent organization of a narrative consists of: •Very well written and cohesive introduction, body, and conclusion. • While the introduction addresses the main ideas of the post, they are thoroughly examined in the narrative's body. •The conclusion summarizes these important points with a few personal insights/concluding thoughts. •The transitions and flow of the post reflect the student's ability to effectively structure their writing. •Outstanding sequence and placement of content add to the post's quality	Adequate Adequate organization of a narrative consists of: •Sufficiently written introduction, body, and conclusion. •The introduction briefly addresses the main ideas of the post that are then examined in the narrative's body. •The conclusion summarizes these important points with a personal insight/concluding thought. •While the flow of the post demonstrates the student's ability to structure his/her thoughts and research, it would profit from a thorough examination of the addressed topics and their relationship to one another. This will ensure better sequence of content, making the writing easier to follow.	Inadequate Inadequate organization to provide a well-structured post. To improve: •Create an outline and divide main ideas into categories that will allow you to better organize your thoughts. •Remember, the introduction briefly addresses the main ideas of the post that can then be examined in the narrative's body. The conclusion must summarize these important points and close with a personal insight. Constructing this layout will also help with the flow of the narrative. •Read your post out loud to make sure that it makes sense.

### Discussion Board Response to Students' Posts: *Requirements*

- Responds respectfully and with substance to classmates' initial posts
- Addresses them by name
- Length: At Least 100 Words

Focus on Topic	Excellent (9-10 points) There is one clear, well-focused topic. Main idea stands out and is supported by detailed information. Student clearly able to respond to the post.	Good (7-8 points) Main idea is clear but the supporting information is general.	Adequate (5-6 points) Main idea is somewhat clear but there is a need for more supporting information.	Inadequate (0-4 points) The main idea and relevance are not clear. Student clearly missed the mark with the discussion question.
Support for Topic	Relevant, telling, quality details give the reader information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue is unsupported.	Supporting details and information are relevant, but several key issues are unsupported.	Supporting details and information are typically unclear or not related to the topic.
Response to Others	Response is related to other's post. No errors in grammar/spelling. New ideas presented in response.	Response is missing one of the following: relation to other's post/ 1-2 spelling or grammar errors/ new ideas not presented.	Two of the following are missing: relation to other's post/ 3+ spelling or grammar errors/ new ideas not presented.	Response to post is a pro forma response with little to no relevancy to post.

## Course Evaluation

As required by AU academic regulations, every student must complete an evaluation for each enrolled course at the end of the semester. A link to an online instructional assessment form will be emailed for your confidential use.

## Online Course Requirements

### Computer

Students will be asked to furnish their own laptop or desktop computer to be used for accessing the Blackboard system and coursework. If you cannot afford one, please use a computer room on campus, borrow one from the Library, or use an internet café or other site. Bear in mind that you will need access for many hours each week.

### Wordpress Blog

Our [Wordpress blog](#) for this course requires a separate, one-time registration. You will receive an e-mail (sent to your AU account) asking you to click to confirm your registration. Please do that, then visit <https://edspace.american.edu/hist215/> and edit your Profile to change your ID number to your name, and add a photo (head shots work best).

### Blackboard Course Access and Navigation

This course was developed using a web course tool called Blackboard. Students will use their AU account to login at: <https://blackboard.american.edu/>

### Blackboard Support

Students should immediately report any problems to their course instructor and also contact the Blackboard Support Center at [blackboard@american.edu](mailto:blackboard@american.edu) or call **(202)885-3904** for 24/7 support. Students can also log onto <http://help.blackboard.com/student/index.htm> for support.

### AU Help Desk (focuses on all other IT issues)

Answers to your technology questions are just an e-mail, instant message, or phone call away. Contact the IT Help Desk at **202-885-2550**, [helpdesk@american.edu](mailto:helpdesk@american.edu), or [AskAmericanUHelp](#) to reach one of our professional staff who can answer your questions and provide general troubleshooting assistance. Students can also log onto <http://www.american.edu/oit/Need-Help-Now.cfm> for support.

### Policy on Server Unavailability or Other Technical Difficulties

The university is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the professor may extend the time windows and provide an appropriate accommodation based on the situation. This applies to AU servers. You are responsible for ensuring your own connectivity within the time frame of the course requirements, and finding alternatives if your primary method of access or equipment should fail.

## University Information

### Academic Support and Access Center

In addition to using the resources available in this course's department, all students may take advantage of individual academic counseling, skills workshops, tutor referrals, Supplemental Instruction, and writing appointments in the [Academic Support and Access Center](#).

(202) 885-6225

MGC 243



*Students with Disabilities*: If you wish to receive accommodations for a disability, please notify me with a letter from the Academic Support and Access Center. As accommodations are not retroactive, timely notification at the beginning of the semester, if possible, is requested.

### **Counseling Center**

The [Counseling Center](#) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources.

(202) 885-3500

MGC 214

### **Writing Center**

The [Writing Center](#) offers free, individual coaching sessions to all AU students. In your 45-minute session, a student writing consultant can help you address assignments, understand the conventions of academic writing, and learn how to revise and edit your own work. The Center offers appointments on the hour from 11 a.m. to 9 p.m. Monday through Thursday; 11 a.m. to 4 p.m. Friday, and 3 to 6 p.m. on Sundays. Call or go to the [Writing Lab scheduling website](#) to arrange a session.

(202) 885-2991

First Floor of Bender Library

### **Center for Diversity & Inclusion**

The [Center for Diversity & Inclusion](#) is dedicated to enhancing LGBTQ, Multicultural, First Generation, and Women's experiences on campus and to advance AU's commitment to respecting & valuing diversity by serving as a resource and liaison to students, staff, and faculty on issues of equity through education, outreach, and advocacy. In addition to visiting in person or calling, the center can be reached via email at [cdi@american.edu](mailto:cdi@american.edu).

(202) 885-3651

MGC 201 & 202

### **Dean of Students Office**

The [Dean of Students Office](#) offers one-on-one meetings to discuss academic, adjustment, and personal issues that may be interfering with a student's ability to succeed academically. The DOS office also verifies documentation for students who have medical or mental health issues that cause them to be absent from class.

(202) 885-3300

Butler Pavilion 208

### **Emergency Preparedness for Disruption of Classes**

In the event of an emergency, American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of an emergency, students should refer to the AU Student Portal, the AU Web site for [Emergency Preparedness](#) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/ college-specific information.

### **Academic Integrity Code**

Standards of academic conduct are governed by the University's [Academic Integrity Code](#). By enrolling in the university and registering for this course, you acknowledge your familiarity with the Code and pledge to abide by it.



All suspected violations of the Code, including plagiarism, will be immediately referred to the Office of the Dean. Disciplinary action, including failure for the course, suspension, or dismissal, may result.

Don't become overly anxious as long as you do your own writing and cite the sources of information you use, rather than copying material from the Internet or elsewhere and presenting it as your own work. This course includes a handout on how to avoid plagiarism. Your essays will be submitted via the Blackboard tool "SafeAssign," which compares your text to hundreds of thousands of sources on the Web, previously submitted papers, and the like, and prepares a report showing the percentage of similar text. This automatic report on your essay, intended to make it easier for instructors to spot plagiarism, is also available to you (after submission), so you can see how SafeAssign rates your work in terms of originality.

Additional information about the Code (i.e. acceptable forms of collaboration, definitions of plagiarism, use of sources including the Internet, and the adjudication process) can be found in a number of places including the University's *Academic Regulations*, *Student Handbook*, and [Academic Integrity Code](#) website. If you have any questions about academic integrity or standards of conduct in this course, please discuss them with your instructor.

Good luck!