

Syllabus – Summer 2016
Summer Session 1 (May 31-July 1)

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Course and Instructor Information

Course Title: HIST 1502 United States History since 1877

Credits: Three

Format: Online via HuskyCT

Prerequisites: None

Professor: Micki McElya

Email: micki.mcelya@uconn.edu (preferred method of contact)

Office Hours/Availability: By appointment and

Modules 1-4, Thursdays (6/2, 6/9, 6/16, and 6/23) in real-time via e-mail from 2:00-4:00 pm.

Module 5, Wednesday (6/29) in real-time via e-mail from 2:00-4:00 pm.

Otherwise, I will check e-mail regularly and respond as quickly as possible. E-mails received after 6:00 pm may not get a reply until the next day.

Course Materials

Required course materials should be obtained before the first day of class.

Given the current transition to a new campus bookstore, bundled online resources (textbook, document reader, and LearningCurve access) should be ordered directly from MacMillan at:

<https://reg.macmillanhighered.com/Account/Unauthenticated?TargetURL=http%3a%2f%2fwww.macmillanhighered.com%2flaunchpad%2froarkconcise5evol2%2f571011>

Required Materials:

1. James L. Roark, et. al., *The American Promise: A Concise History from 1865, volume II, fifth edition* (Bedford St. Martins, 2014) – LaunchPad [ISBN: 9781457657689, price: \$37.99]
2. Michael P. Johnson, *Reading the American Past: Selected Historical Documents from 1865, volume II, fifth edition* (Bedford St. Martins, 2012) [bundled with textbook at above LaunchPad access]
3. *LearningCurve* chapter quiz access [bundled with textbook at above LaunchPad access]
4. *Invasion of the Body Snatchers* (film, 1956) – students must acquire individually; you can borrow at local library or rent online at a site such as iTunes (\$2.99) or Amazon (\$2.99)

Course Description

This course surveys political, economic, social, and cultural developments in American history from 1877 to the present. Engaging a range of approaches and materials, we will pay particular attention to gender, race, sexuality, class, region, nation, and shifting global contexts. We will explore how we learn and narrate stories of America's past, individually and collectively, and address the profound consequences this holds not only for general historical understanding and practice, but also for analyzing the nation's present, future, and the wider workings of power.

Course Objectives

By the end of the semester, students should be able to:

1. Apply a set of acquired themes, narratives, and questions in assessing the broad sweep of U.S. history since the Civil War.
2. Recognize the diversity of American histories from the Civil War to the present.
3. Analyze race, gender, class, sexuality, region, and nation as interdependent categories of identity, experience, and history.
4. Situate contemporary events, politics, and American experiences in their historical contexts.
5. Be more conversant with a range of methodologies employed by historians.
6. Demonstrate critical reading, online expression, and writing skills.

My goal as your history professor is to provide you with the tools for thinking critically about America's past and how we come to understand and tell its stories. This class will challenge you to recognize the ways in which our present is always shaped by history while history is always understood in contemporary terms. In the famous words of American author William Faulkner, "The past is never dead. It's not even past."

Course Outline

Module 1: A More Perfect Union? 1863-1900	Week One	May 31-June 5
Module 2: The U.S. in the World & the World in the U.S., 1870-1920	Week Two	June 6-12
Module 3: New Deals and a "Good" War, 1920-1945	Week Three	June 13-19
Module 4: Containments, Freedom, and Liberation, 1945-1974	Week Four	June 20-26
Module 5: Liberation and its Discontents, 1961-Present	Week Five	June 27-July 1

Due Dates

Module	Topics and Due Dates	Start Date	End Date
Module 1	A More Perfect Union? 1863-1900 <input type="checkbox"/> Read Textbook Chapters - Due 6/2/16 -11:59PM <input type="checkbox"/> Complete Chapter Quizzes - Due 6/2/16 -11:59PM <input type="checkbox"/> Document Analysis - 1st post due 6/3/16 -2:00PM <input type="checkbox"/> Discussion - Replies due: 1st 6/4-10:00AM, all 6/5-3:00PM <input type="checkbox"/> Current Event (floating assignment)	May 31, 12:01AM	June 5, 11:59PM
Module 2	The U.S. in the World & the World in the U.S., 1870-1920 <input type="checkbox"/> Read Textbook Chapters - Due 6/8/16 -11:59PM <input type="checkbox"/> Complete Chapter Quizzes - Due 6/8/16 -11:59PM <input type="checkbox"/> Document Analysis - 1st post due 6/9/16 -11:59PM <input type="checkbox"/> Discussion-Replies due:1st 6/11-10:00AM, all 6/12-3:00PM <input type="checkbox"/> Current Event (floating assignment)	June 6, 12:01AM	June 12, 11:59PM
Module 3	New Deals and a “Good” War, 1920-1945 <input type="checkbox"/> Read Textbook Chapters - Due 6/15/16 -11:59PM <input type="checkbox"/> Complete Chapter Quizzes - Due 6/15/16 -11:59PM <input type="checkbox"/> Document Analysis - 1st post due 6/16/16 -11:59PM <input type="checkbox"/> Discussion-Replies due:1st 6/18-10:00AM, all 6/19-3:00PM <input type="checkbox"/> Current Event (floating assignment)	June 13, 12:01AM	June 19, 11:59PM
Module 4	Containments, Freedom, and Liberation, 1945-1974 <input type="checkbox"/> Read Textbook Chapters - Due 6/22/16 -11:59PM <input type="checkbox"/> Complete Chapter Quizzes - Due 6/22/16 -11:59PM <input type="checkbox"/> Document Analysis - 1st post due 6/23/16 -11:59PM <input type="checkbox"/> Discussion-Replies due:1st 6/25-10:00AM, all 6/26-3:00PM <input type="checkbox"/> Final Paper (instructions released) on 6/23/15 at 12:00PM <input type="checkbox"/> Current Event (floating assignment)	June 20, 12:01AM	June 26, 11:59PM
Module 5	Liberation and its Discontents, 1961-Present <input type="checkbox"/> Read Textbook Chapters - Due 6/29/16 -11:59PM <input type="checkbox"/> Complete Chapter Quizzes - Due 6/29/16 -11:59PM <input type="checkbox"/> Current Event – Last day to submit 6/29/16 - 11:59PM <input type="checkbox"/> Final Paper – Due 7/1/15 -9:00AM	June 27, 12:01AM ..	July 1, 11:59PM

Course Requirements and Grading

Summary of Course Grading:

Course Components	Weight
LearningCurve Chapter Quizzes	20%
Document Analysis	25%
Document Analysis Discussion	25%
Current Event Assignment	10%
Final Paper	20%

LearningCurve Quizzes on textbook chapters:

After reading each chapter, you must take the LearningCurve Quiz, which is graded for completion. If you finish all assigned chapters and quizzes for the module by Thursday at 11:59 pm for Module 1 and Wednesday at 11:59 pm for Modules 2-5, you will receive full credit of 100 points for each quiz. Any quiz completed after the deadline but before the end of the module will earn 70 points. Quizzes completed after the module's end will earn 40 points. Any quiz not completed is 0 points.

Complete expectations for LearningCurve quizzes are provided in the course.

Document Analysis:

While considering each of the documents—visual, aural, and textual—for the module, you must complete all questions on the worksheet provided and post the completed document as a pdf file in your discussion group by Friday at 2:00 pm for Module 1 and Thursday at midnight for Modules 2-4. This will be graded on a 100-point/letter grade scale as outlined on the rubric. There is no analysis assignment for Module 5.

Complete expectations for Document Analysis are provided in the course.

Document Analysis Discussion:

At the beginning of the course, you will be randomly assigned to a 5-person discussion group. From Friday to Sunday at 3:00 pm, you will participate in an online discussion forum based on your completed analysis worksheets. In this time you must read the worksheets of the other four group members and post a comment and/or informed and detailed question for each group member. Your initial comments and questions must be posted no later than 10:00 am on Saturday. You must then reply to each of the four posts on your worksheet. Students are encouraged to keep the conversation going until 3:00 pm on Sunday, but a post for each group member and a reply to each of the 4 initial posts on your own worksheet constitutes completion of the assignment. This is graded for participation and completion as outlined in the rubric.

Complete expectations for the Document Analysis Discussions are provided in the course.

Current Event Assignment:

This can be posted at any time during the course until Wednesday, June 29, at 11:59 pm. This will be graded on a 100-point/letter grade scale as outlined on the rubric.

Complete expectations for the Current Event Assignment are provided in the course.

Final Paper

Three possible cumulative questions will be posted on Thursday, June 23, at noon. You must answer one question of your choice in 4-5 pages of double-spaced, 12-point-font text and upload as a pdf by 9:00 am on Friday, July 1. This will be graded on a 100-point/letter grade scale as outlined on the rubric.

Complete expectations for the Final Paper Assignment are provided in the course.

Grading Scale:

Grade	Letter Grade	GPA
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7

Grade	Letter Grade	GPA
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

Due Dates and Late Policy

All course due dates are identified in the syllabus. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

As a general rule, late work will not be accepted unless in cases of emergency, health crisis, or other extenuating circumstances. Extensions in these cases will be decided on a case-by-case basis and in advance of the deadline whenever possible.

Feedback and Grades

I will make every effort to provide feedback and grades for the Document Analysis and Discussion assignments by the end of each of the first four modules. Grades for the Current Event and Final Paper assignments will be posted with final course grades. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

Student Code

You are responsible for acting in accordance with the [University of Connecticut's Student Code](#). Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

- [Academic Integrity in Undergraduate Education and Research](#)

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- [Plagiarism: How to Recognize it and How to Avoid It](#)
- [University of Connecticut Libraries' Student Instruction](#) (includes research, citing and writing resources)

Copyright

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

Netiquette and Communication

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, [The Core Rules of Netiquette](#).

Adding or Dropping a Course

If you should decide to add or drop a course, there are official procedures to follow:

- Matriculated students should add or drop a course through the [Student Administration System](#).
- Non-degree students should refer to [Non-Degree Add/Drop Information](#) located on the registrar's website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:

- [Undergraduate Catalog](#)

Academic Calendar

The University's [Academic Calendar](#) contains important semester dates.

Academic Support Resources

[Technology and Academic Help](#) provides a guide to technical and academic assistance.

Students with Disabilities

Students needing special accommodations should work with the University's [Center for Students with Disabilities \(CSD\)](#). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government." (Retrieved March 24, 2013 from <http://www.blackboard.com/platforms/learn/resources/accessibility.aspx>)

Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Refer to the [Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships](#) for more information.

Sexual Assault Reporting Policy

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of Diversity & Equity](#) under the [Sexual Assault Response Policy](#). The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. Refer to the [Sexual Assault Reporting Policy](#) for more information.

Software Requirements and Technical Help

The technical requirements for this course include:

- Word processing software
- [Adobe Acrobat Reader](#)
- Internet access
- [Microsoft Silverlight](#) (a free browser plug-in to watch and listen to the instructor provided video lectures through the UConn MediaSite server).
- This course may use Mediasite to stream video content. To ensure that your computer is set up for a smooth Mediasite experience, review the minimum requirements to run the Mediasite Player and test your connection: <http://www.sonicfoundry.com/site-requirements>. Refer to [Mediasite viewing tips](#) for more help and troubleshooting.

This course is completely facilitated online using the learning management platform, [HuskyCT](#). If you have difficulty accessing HuskyCT, students have access to the in person/live person support options available during regular business hours through [HuskyTech](#). Students also have [24x7 Course Support](#) including access to live chat, phone, and support documents.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](#) page for more information.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness \(OIRE\)](#).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.

Update May 23, 2016