

HIST
1302-03/04

ONLINE
SECTIONS



CONTACT INFORMATION

Jessica Ray Herzogenrath, PhD

jrho94@shsu.edu

GPAC 151E

Student Hours 9-10AM T/TH

US HISTORY SINCE 1876



Our History?

This course provides an overview of the historical contexts (people, places, events), connections, and the complexities that have shaped the United States since 1876. US History Since 1876 will offer you the opportunity to learn how the United States transformed from a rural, agrarian nation into an urban, industrial center and touchstone for global finance, foreign policy, and social and cultural concerns. The class will also introduce students to the practices of historical analysis and writing.

*Understanding
US History helps
you shape your
American
experience.*

How to Succeed in HIST 1302

Demonstrate your understanding of the aspects of US History presented through Discussion Boards, Journal Entries, and Projects. Whenever you have questions, please ask (whether through my Virtual Office or via email). I also ask that each of you shows respect (as distinguished from agreement - debate is encouraged!) for all opinions and perspectives.

Remember that this is YOUR class, and its success largely rests on your participation and effort. Think of me as your tour guide through historical events, people, and ideas.

Grades and Grading

Grades

Grades will be determined by the number of points earned.

The scale follows:

A	846 - 940
B	752 - 845
C	658 - 751
D	564 - 657
F	563 and lower

Grading

I will complete grading of on-time submissions within two weeks. I always aim to finish more quickly, and I will also let you know of any delay.

Assignments

You earn points toward your final grade in the following ways:

Journal Entries

260 points = 13 @ 20 points each

Each Journal Entry should be no fewer than 300 words and demonstrate engagement with the reading.

Due weekly on Tuesday by 11:59 PM CST

Discussion Board

260 points = 13 @ 20 points each

Each Initial Post should be no shorter than 50 words and no longer than 100 words and demonstrate engagement with the given prompt. For Replies, you will respond weekly to at least two other students. Replies must be in sentence form and go beyond "I agree" or "I disagree". Engage with each other! Give reasons and supporting evidence! Ask questions!

Due weekly: Initial Post, Friday by 11:59 PM CST

Replies, Sunday by 11:59 PM CST

*What do you know
about America's
ancestors?*



Writing Assessments

340 points = 75 + 100 + 125 + 140 points

Over the course of the semester, you will complete four Writing Assessments to demonstrate your grasp of the material. They will become worth more as the semester goes on, beginning at 75 points and ending with 140. Thematic questions will be posted on Tuesdays; the assignment will not open on Blackboard until Fridays and will remain open until Sundays. You may use the time between Tuesday and Friday to reflect, compose a draft, and/or make notes. Each Writing Assessment should be between 750 and 1500 words.

**Writing Assessment 1: Question posts Tues Sept 19;
Assignment open Fri Sept 22-Sun Sept 24, 11:59 PM CST**

**Writing Assessment 2: Question posts Tues Oct 10;
Assignment open Fri Oct 13-Sun Oct 15, 11:59 PM CST**

**Writing Assessment 3: Question posts Tues Nov 7;
Assignment open Fri Nov 10-Sun Nov 12, 11:59 PM CST**

**Writing Assessment 4: Question posts Sun Dec 3;
Assignment open Tues Dec 5-Thurs Dec 7, 11:59 PM CST**

Assignment Access

Because we will cover a wide variety of topics, readings will be made available through either Blackboard or the course blog. **Late Journal Entries and Discussion Board Initial Posts and Replies will receive a 5-point deduction. Late Writing Assessments will receive a 15-point deduction.**

Course Schedule

Module	Dates (Wed-Tues)	Topic	Activities All Due Dates @ 11:59 PM CST
Module 1	Wednesday August 23- Tuesday August 29	Introductions and Why Study History?	Discussion Forum 1: Initial Post: Friday August 25 Replies: Sunday August 27 Journal Entry 1: Tuesday August 29
Module 2	Wednesday September 6- Tuesday September 12	Rise of Industrialization and Organized Labor	Discussion Forum 2: Initial Post: Friday September 8 Replies: Sunday September 10 Journal Entry 2: Tuesday September 12
Module 3	Wednesday September 13-Tuesday September 19	The New South and the Old West	Discussion Forum 3: Initial Post: Friday September 15 Replies: Sunday September 17 Journal Entry 3: Tuesday September 19 Writing Assessment 1: Question Posts Tuesday September 19

Module 4	Wednesday September 20-Tuesday September 26	1893 - Closing of the Frontier and the World's Fair	Discussion Forum 4: Initial Post: Friday September 22 Replies: Sunday September 24 Journal Entry 4: Tuesday September 26 Writing Assessment 1: Assignment open Friday September 22-Sunday September 24
Module 5	Wednesday September 27-Tuesday October 3	The Emergence of the Urban US	Discussion Forum 5: Initial Post: Friday September 29 Replies: Sunday October 1 Journal Entry 5: Tuesday October 3
Module 6	Wednesday October 4-Tuesday October 10	The Progressive Era, or What's so Progressive About Progressivism?	Discussion Forum 6: Initial Post: Friday October 6 Replies: Sunday October 8 Journal Entry 6: Tuesday October 10 Writing Assessment 2: Question Posts Tuesday October 10
Module 7	Wednesday October 11-Tuesday Oct 17	Imperialism and the Great War	Discussion Forum 7: Initial Post: Friday October 13 Replies: Sunday October 15 Journal Entry 7: Tuesday October 17 Writing Assessment 2: Assignment open Friday September 22-Sunday September 24
Module 8	Wednesday October 18-Tuesday Oct 24	"Modernism" and Conservative Reactions - the 1920s	Discussion Forum 8: Initial Post: Friday October 20 Replies: Sunday October 22 Journal Entry 8: Tuesday October 24
Module 9	Wednesday October 25-Tuesday October 31	New Deal Era	Discussion Forum 9: Initial Post: Friday October 27 Replies: Sunday October 29 Journal Entry 9: Tuesday October 31
Module 10	Wednesday November 1-Tuesday November 7	World War II	Discussion Forum 10: Initial Post: Friday November 3 Replies: Sunday November 5 Journal Entry 10: Tuesday November 7 Writing Assessment 3: Question Posts Tuesday November 7
Module 11	Wednesday November 8-Tuesday November 14	Cold War and the Atomic Age	Discussion Forum 11: Initial Post: Friday November 10 Replies: Sunday November 12 Journal Entry 11: Tuesday November 14 Writing Assessment 4: Assignment open Friday November 10-Sunday November 12

Module 12	Wednesday November 15-Tuesday November 21	New Frontiers - the Early 1960s	Discussion Forum 12: Initial Post: Friday November 17 Replies: Sunday November 19 Journal Entry 13: Tuesday November 21
	Wednesday November 22-Friday November 24 THANKSGIVING BREAK		
Module 13	Saturday November 25-Sunday December 3	1968	Discussion Forum 13: Initial Post: Friday December 1 Replies: Sunday December 3 Journal Entry 14: Tuesday November 29 Writing Assessment 4: Question Posts Sunday December 3
Module 14	Tuesday December 5-Thursday December 7	Writing Assessment 4	Writing Assessment 4: Assignment open Tuesday December 5, 12:01am-Thursday December 7, 11:59pm

Communication and Expectations

The Syllabus

Note that this syllabus is one of your course materials, and the contract between me and you. Contact me via my Virtual Office if you have any questions about the syllabus because it is imperative that you understand it.

I will not do for one student what I cannot do for all students. This means that I will not ever offer individual extra credit of any kind. In my experience, adding more work does not solve the problem of a suffering grade. I encourage you to talk with me sooner rather than later if you have questions or concerns. I will not grade on a curve.

Books

The American Yawp, a **FREE**, online textbook.

You may find it at: americanyawp.com

For the Record: A Documentary History of America: From Reconstruction Through Contemporary Times, Sixth Edition, Vol. 2. David E. Shi and Holly A. Mayer.

For the Record serves as our primary source reader and basis for most of the Journal Entries for this course. Be certain to secure the correct edition because earlier editions will vary and may not include all of the assigned readings.

Learning Outcomes and Environment

Over the course of the semester students may:

- . Improve understanding of historical concepts and context
- . Sharpen analytical skills using primary sources
- . Improve articulation and application of historical concepts through writing, speaking, and working with one another.

Course Objectives

This course fulfills four primary objectives through *face-to-face* interaction and *content* in the following ways:

Critical Thinking

Face-to-face: Analysis of historical events, people, and places through lecture and discussion

Content: Analysis of historical events, people, and places through primary sources as well as secondary texts

Communication Skills

Face-to-face: Articulation of ideas through participation in discussion, group work, and writing

Content: Use of multi-media, including video, sound, images, and text to convey information

Personal Responsibility

Face-to-face: Completion of assignments on-time, regular attendance, and communication with the instructor in the event that a student needs or wants additional assistance

Content: Work toward understanding how historical actors assessed information and made decisions

Social Responsibility

Face-to-face: Exercised through respectful interactions with colleagues and instructor

Content: Work toward understanding how historical actors's decisions have affected the current social, political, cultural, and economic landscape of the United States

Communication

I see it as my job to facilitate your success as a student. As such, I will happily respond to email appropriately addressed (in other words, including a salutation, clearly stated question or concern, and closing with your name) within 24 hours, except on weekends and school holidays. Also, I encourage you to direct general course questions (in other words, those that may be of interest to other students, including questions about the syllabus or assignments) to my Virtual Office on Blackboard.

On Civil Discourse

Online courses provide unprecedented access and availability for a variety of students - this is part of what can make online learning so wonderful. However, as you likely already know, online-based learning also offers the cover of anonymity, which can lead to unproductive discourse. I encourage debate and disagreement but not name-calling, personal attacks, or slurs of any kind. Anyone engaging in this type of behavior will risk losing points for that week. Continued instances of this type of behavior will warrant further disciplinary action.

Campus Resources

READING AND WRITING CENTER

Visit the Reading and Writing Center with any questions or concerns about improving your writing skills.

SAM CENTER

Visit the SAM Center with any questions concerning academic advising and/or mentoring.

SHSU Policies

ACADEMIC DISHONESTY:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: the office of the [Dean of Students](#).

ONLINE ATTENDANCE AND PARTICIPATION:

Though clearly different from face-to-face classes, attendance for online courses is still measured. Of particular note: merely logging in does not constitute "attendance." In order to be counted as "present," you will need to complete the assignments consistently for the duration of the semester. You may view the Sam Houston State policy in full via the [SHSU Online Campus](#).

STUDENTS WITH DISABILITIES POLICY:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail disability@shsu.edu). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. See the full policy in the following [Academic Policy Statement](#).

VISITORS IN THE CLASSROOM:

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.