

HIST  
1302-04/07

ONLINE  
SECTIONS



**CONTACT INFORMATION**

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Student Hours  
11-12 T - ABIV 412  
11-12 Th - GPAC 151E

# 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 Writing Assessments. 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	900 - 1000
B	800 - 899
C	700 - 799
D	600 - 699
F	599 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.

### Activities

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

### Start Here Module

#### 25 points

Let's start at the very beginning, because it's a very good place to start. Honestly, this is an easy 30 points to kick off the semester; read the materials and complete the Start Here Forum to get the ball rolling

***Due Sunday January 21, 2018, by 11:59 pm CST***

### Journal Entries

*300 points = 12 @ 25 points each*

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

***Due weekly on Sunday by 11:59 pm CST***

### Discussion Forums

*350 points = 14 @ 25 points each*

Each Initial Post should be no shorter than 50 words and show 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, Wednesday by 11:59 pm CST; Replies, Friday by 11:59 pm CST***

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



## Writing Assessments

*325 points = 75 + 100 + 150 points*

Over the course of the semester, you will complete three 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 150.

### **Writing Assessment 1: Primary Source Analysis**

*75 points*

**Due Sunday February 25, 2018, by 11:59 pm CST**

### **Writing Assessment 2: Historical Site Visit Analysis**

*100 points*

**Due Sunday April 8, 2018, by 11:59 pm CST**

### **Writing Assessment 3: The Final**

*150 points*

**Due Thursday May 10, 2018 by 11:59 pm CST**

## Activity Access and Late Submission Policies

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

<b>Module</b>	<b>Dates (Mon-Sun)</b>	<b>Topic</b>	<b>Activities All Due Dates @ 11:59 pm CST</b>
Start Here	Wednesday January 17- Sunday January 21	Start Here and Why Study History?	Start Here Forum: Initial Post: Friday January 19 Replies: Sunday January 21
Module 1	Monday January 22- Sunday January 28	Rise of Industrialization and Organized Labor	Discussion Forum 1: Initial Post: Wednesday January 24 Replies: Friday January 26 Journal Entry 1: Sunday January 28
Module 2	Monday January 29- Sunday February 4	The New South and the Old West	Discussion Forum 2: Initial Post: Wednesday January 31 Replies: Friday February 2 Journal Entry 2: Sunday February 4
Module 3	Monday February 5- Sunday February 11	Closing of the Frontier and the Emergence of the Urban US	Discussion Forum 3: Initial Post: Wednesday February 7 Replies: Friday February 9 Journal Entry 3: Sunday February 11

Module 4	Monday February 12- Sunday February 18	The Progressive Era, or What's so Progressive About Progressivism?	Discussion Forum 4: Initial Post: Wednesday February 14 Replies: Friday February 16 Journal Entry 4: Sunday February 18
Module 5	Monday February 19- Sunday February 25	Imperialism and the Great War	Discussion Forum 5: Initial Post: Wednesday February 21 Replies: Friday February 23 Journal Entry 5: NONE DUE Writing Assessment 1: Sunday February 25
Module 6	Monday February 26- Sunday March 4	"Modernism" and Conservative Reactions - the 1920s	Discussion Forum 6: Initial Post: Wednesday February 28 Replies: Friday March 2 Journal Entry 6: Sunday March 4
Module 7	Monday March 5- Sunday March 11	New Deal Era	Discussion Forum 7: Initial Post: Wednesday March 7 Replies: Friday March 9 Journal Entry 7: Sunday March 11
	<b>Monday March 12- Sunday March 18 SPRING BREAK!!!</b>		
Module 8	Monday March 19- Sunday March 25	World War II	Discussion Forum 8: Initial Post: Wednesday March 21 Replies: Friday March 23 Journal Entry 8: Sunday March 25
Module 9	Monday March 26- Sunday April 1	The Cold War	Discussion Forum 9: Initial Post: Wednesday March 28 Replies: Friday March 30 Journal Entry 9: Sunday April 1
Module 10	Monday April 2- Sunday April 8	The Atomic Age	Discussion Forum 10: Initial Post: Wednesday April 4 Replies: Friday April 6 Journal Entry 10: NONE DUE Writing Assessment 2: Sunday April 8
Module 11	Monday April 9- Sunday April 15	New Frontiers - the Early 1960s	Discussion Forum 11: Initial Post: Wednesday April 11 Replies: Friday April 13 Journal Entry 11: Sunday April 15
Module 12	Monday April 16- Sunday April 22	1968 - the Prelude to an Unraveling	Discussion Forum 12: Initial Post: Wednesday April 18 Replies: Friday April 20 Journal Entry 12: Sunday April 22

Module 13	Monday April 23- Sunday April 29	Age of Excess - the 1980s	Discussion Forum 13: Initial Post: Wednesday April 25 Replies: Friday April 27 Journal Entry 13: Sunday April 29
Module 14	Monday April 30- Sunday May 6	Towards 9/11	Discussion Forum 14: Initial Post: Wednesday May 2 Replies: Friday May 4 Journal Entry 14: Sunday May 6
Module 15	Monday May 7- Thursday May 10	Writing Assessment 3: The Final	Writing Assessment 3: The Final Prompt Posts: Monday May 7 Due: Thursday May 10, 11:59 pm CST

## 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 and primary source reader.  
You may find it at: [americanyawp.com](http://americanyawp.com)

### 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

### 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 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 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' 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](mailto: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](#).

#### **STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see:

</dept/academic-affairs/documents/aps/students/861001.pdf>