

HIST 177: United States History since 1877

Fall 2020, Section 3
Distance Learning Course

Dr. Sarah Scripps

Department of History

Office Hours (Virtual and/or In Person): Tues/Thurs 1pm-2pm and by appointment

Virtual Office Hours Held via the Chat and Zoom Features in Canvas

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Course Summary

This course is a general survey of the United States from 1877 to the present. This distance learning course is taught 100% online. During the course, students will analyze and discuss how the United States developed from a nation divided by civil war into a global superpower. In doing so, this course emphasizes some fundamental themes in American history regarding political power, international affairs, freedom, and definitions of citizenship. In particular, we will focus on questions regarding the diversity of our nation. How has the American experience differed based on race, gender, ethnicity, and socioeconomic status? Which groups have experienced discrimination or inequality, and how did they negotiate these conditions to better their circumstances? And how has diversity shaped the very fabric of American identity? Students will address these issues while considering the evolving meaning of American nationhood over the past 160 years.

Learning Outcomes

Students taking History 177 will develop skills necessary for basic historical understanding and analysis, focusing on the General Education requirements of Historical Perspectives and U.S. Diversity. Upon completing these requirements, students will be able to:

LO 1: GEP HISTORICAL PERSPECTIVES: Use primary sources as evidence to answer questions about historical change.

LO 2: GEP HISTORICAL PERSPECTIVES: Describe differences among interpretations of the past.
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LO 3: GEP HISTORICAL PERSPECTIVES: Analyze institutional and cultural changes in one or more human societies over time.

LO 4: GEP US DIVERSITY: Describe how people or institutions in the United States have constructed diverse identities and cultures based on ability, ethnicity, gender, language, nationality, race, religion, sexuality, socio-economic status, etc.
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LO 5: GEP US DIVERSITY: Explain how individuals or groups in the United States have responded to the experience of discrimination and inequality.

LO 6: GEP US DIVERSITY: Demonstrate understanding of and empathetic insight about diverse cultural perspectives in the United States
LO 7: Course-level SLO: Identify major events, developments, and themes of United States history from Reconstruction to the present.
LO 8: Course-level SLO: Develop an argument about the past and use evidence to support those claims.
LO 9: Course-level SLO: Recognize, summarize, and interpret historical documents representing a diversity of perspectives.

Required Materials

Eric Foner, *Give Me Liberty!: An American History* 5th ed., vol. 2 (rental, available free of charge). For students able to visit campus in person, you may pick up the rental at the DUC on the 1st floor. For students who are unable to come to campus physically, please see the PDF file posted on Canvas under “Course Information” on how to order your text rental.

Eric Foner, ed, *Voices of Freedom: A Documentary History* 3rd ed., vol. 2 (rental, available free of charge).

Other readings and assigned materials will be posted on the Canvas site.

Assignments

Quizzes and Reflection Responses:

The course is divided into four thematic parts and subdivided into twenty modules that correspond with your readings *from Give Me Liberty!* (the assigned textbook) and *Voices of Freedom* (a book of supplementary readings related to the time period). For each part and module I provide a digital overview along with an outline to assist you in taking notes. During the weeks we are covering modules, students will submit a 2-3 paragraph reflection response via Canvas based on a prompt related to the content and readings. The responses are due on Wednesdays by 11:30pm and count for 10% of your total grade. Similarly, you are assigned a quiz to go over the material for that week. Each quiz has 10 questions, and the course quizzes constitute 10% of your total grade. Students may take the quizzes as many times as they like and their highest score will be recorded. The quizzes are due on Fridays by 11:30pm. The deadlines are firm, but students facing extenuating circumstances affecting their performance (such as serious health issues, UWSP athletics, the birth of a child, military service, etc.) are encouraged to contact me. Students who do not complete quizzes by the deadline will receive a zero for that quiz and will not have an opportunity to make up the missing work.

Online Discussion Boards: You will be placed in a group of 4-5 students to engage in virtual discussions using the online forums on Canvas. For each thematic part we will devote a week where you are expected to write a post based on a prompt I provide related to the material. In addition, each student is expected to craft at least two thoughtful, well-articulated responses to the posts of fellow classmates. I will grade posts and responses on a plus-check-minus system.

A check-plus indicates exceptional work (A), a check represents basic competency (B), and a check-minus signals incomplete, inaccurate, or substandard work (C-see corresponding rubric for more detailed information). Students' primary posts are due on Wednesdays by 11:30pm and their responses to other posts are due on Fridays by 11:30pm. Due to the fact that the discussions need to happen in real time for students to engage in meaningful exchanges with one another, late responses or posts will be accepted.

Exams: There will be one midterm exam and one final exam. The timed exams include multiple choice questions, short answers and essay questions based on the lectures and assigned readings. The midterm exam covers the first ten modules of the class, and the final exam covers the last ten modules as well as cumulative essay questions. I provide study guides to help you prepare for the exams. The midterm will be available for students to take on Friday, October 23 between 12pm and 11:30pm, and the final will be available on Friday, December 18 between 12pm and 11:30pm. The deadlines for exams are firm.

Primary Source Project: Students will learn about primary sources by finding sources related to the course content on the Library of Congress website. Students will have a chance to critique one another's selections as well as write a final essay of approximately 4-5 pages on four primary sources from the master list created by the class. The primary source project counts for 20% of your total grade, with 5% for original primary source posts, 5% for peer responses, and 10% for the final essay. Primary source contributions (both posts and peer responses) are due Fridays by 11:30pm during discussion weeks and the final essay is due on Wednesday, December 16 by 11:30pm.

Assessment Breakdown

Weekly Quizzes: 10%

Weekly Reflection Responses: 10%

Online Discussion Forums (10% primary posts, 5% peer responses): 15%

Midterm Exam: 20%

Final Exam: 25%

Primary Source Project: 20% (5% weekly posts, 5% peer source reviews, 10% final paper)

Grading Scale

A: 93-100

A-: 90-92

B+: 87-89

B: 83-86

B-: 80-82

C+: 77-79

C: 73-76

C-: 70-72

D+: 67-69

D: 60-66

F: 59 and below

Points you receive for graded activities will be posted to the Canvas Grade Book.

Classroom Policies

Expected Instructor Response Times and Virtual Office Hours

- I will attempt to respond to student emails within 24 hours. If you have not received a reply from me within 24 hours please resend your email.
- I will attempt to reply to and assess student discussion posts within 48 hours of discussions closing.
- I will attempt to grade written work within 72 hours, however longer written assignments may take me longer to read and assess (typically up to a week).

I hold regular office hours (both virtually and in person) on Tuesdays and Thursdays from 1pm-2pm (Museum of Natural History, 106A Albertson). To reach me online, you can message me via the "Chat" feature found in the taskbar of the course website during office hours. I will also host a video meeting via the "Zoom" feature of the taskbar during my office hours where you are welcome to "stop in" and talk to me. If you cannot meet during office hours, please schedule your appointment 24 hours in advance by emailing me at sscripps@uwsp.edu. Please make the subject of the email Online Office Hours. You can also call me at my office phone number at (715) 436-4723. During this time, my priority is to talk to students about any questions or concerns they may have. I truly enjoy hearing with you to learn about how things are going. If you are struggling, let's chat. If you are unable to meet during office hours, email me and we will set up an alternative time. Please note that I also use this time to respond to student emails, as I typically do not check my inbox after 3:30pm, during the weekends, or during holiday breaks.

Student Expectations

In this course you will be expected to complete the following types of tasks. You will need a stable internet connection to complete this course. View [this website](#) to see minimum recommended computer and internet configurations for Canvas.

If you have questions or concerns, please don't hesitate to ask.

- communicate via email
- complete basic internet searches
- download and upload documents to Canvas as well as edit documents on a linked OneDrive document.
- read documents online
- view online videos
- participate in online discussions
- complete quizzes/tests online

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

All forms of academic dishonesty including, but not limited to, cheating, plagiarism, fraud, and unauthorized access to tests and assignments are strictly prohibited. Any words or ideas borrowed from another person or source, whether through a direct quotation or through paraphrasing, must be cited properly to avoid plagiarism. Please familiarize yourself with what constitutes plagiarism and how to avoid it. Violations of the university's code of conduct are subject to sanctions ranging from a failing grade for an assignment to disciplinary hearings or potential failure of the course. For more information on academic dishonesty, see:

<https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>

Technical Assistance and Accessibility

If you need technical assistance at any time during the course or to report a problem with Canvas you can:

- o Seek assistance from the [IT Service Desk](#) (Formerly HELP Desk)
- o IT Service Desk Phone: 715-346-4357 (HELP)
- o IT Service Desk Email: techhelp@uwsp.edu
- o For additional resources, be sure to check the UWSP Student Resources tab under "Start Here" on our Canvas course website.

If you have a learning or physical challenge that requires accommodation, please contact the Disability and Assistive Technology Center as early as possible. They will then notify me privately of the accommodations that will facilitate your success in the course. Their office is located on the 6th floor of Albertson (the library), Voice: 715-346-3365, TTY: 715-346-3362. You can also reach them via email at datctr@uwsp.edu.

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, see: <https://www.uwsp.edu/datc/Pages/default.aspx>

Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and

respectful course community. For more information on general classroom expectations, see: <https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>

The following netiquette tips will enhance the learning experience for everyone in the course:

- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as 😊 or / can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable, but make sure the tone is conducive to an inclusive learning environment.¹

For each module I provide an outline of the main ideas that you can locate on Canvas. Feel free to print the outlines as templates for taking notes and as study materials for the exams. ***Please note that the syllabus is subject to change and assignments may be added or adapted.***

Schedule

Part 1: Industrializing America

Week 1: September 2-4

Module: Course Introduction

Content: Introductory Video on Canvas

Syllabus

Primary Source Video/Reflection Response

¹ Adapted from: Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. Journal of Online Learning and Teaching, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm

Weekly Deadlines:

Introduce yourself on Discussion Board: Due Friday, September 4 (11:30pm)

Submit Primary Source Reflection Response: Due Sunday, September 6 (11:30pm)

Respond to two classmates on Discussion Board: Due Sunday, September 6 (11:30pm)

Get Textbooks *Give Me Liberty!* and *Voices of Freedom*: Due Sunday, September 6

Week 2: September 7-11

Part 1: Industrializing America

Content: Video on Canvas

Part 1 Content Guide

Module 1: Reconstruction

Content: *Give Me Liberty!* (hereafter GML) Chapter 15, pp. 550-587;

Voices of Freedom (hereafter VOF) A Sharecropping Contract, pp. 11-13

Video on Canvas

Content Outline on Canvas

Module 2: The New West

Content: GML Chapter 16, pp. 602-619

Video on Canvas

Content Outline on Canvas

Weekly Deadlines:

Modules 1-2 Reflection Response: Due Wednesday, September 9 (11:30pm on Canvas)

Modules 1-2 Quiz: Due Friday, September 11 (11:30pm)

Week 3: September 14-18

Module 3: Industrialization

Content: GML Chapter 16, pp. 588-602

VOF A 2nd Declaration of Independence, pp.37-38

Video on Canvas

Content Outline on Canvas

Module 4: The Gilded Age and Populism

Content: GML Chapter 16, pp. 620-648

VOF Andrew Carnegie, Gospel of Wealth, posted on Canvas

VOF William G. Sumner on Social Darwinism, pp. 32-36
VOF The Populist Platform, pp. 49-54
Video on Canvas
Content Outline on Canvas

Module 5: The New South

Content: GML Chapter 17, pp. 648-657
Video on Canvas
Content Outline on Canvas

Weekly Deadlines:

Modules 3-5 Reflection Response: Due Wednesday, September 16 (11:30pm on Canvas)
Modules 3-5 Quiz: Due Friday, September 18 (11:30pm)

Week 4: September 21-25

Industrializing America Discussion and Primary Source Exercise

Content: Review *Voices of Freedom* Readings for Modules 1-5

Weekly Deadlines:

Industrialization Discussion Post: Due Wednesday, September 23 (11:30pm)
Follow Up Discussion Posts: Due Friday, September 25 (11:30pm)
Primary Source Post and Peer Critique: Due Friday, September 25 (11:30pm)

Part 2: Global Encounters

Week 5: September 28- October 2

Part 2: Global Encounters

Content: Video on Canvas
Part 2 Content Guide

Module 6: Immigration and Citizenship

Content: GML Chapter 17, pp. 657-663
VOF Booker T. Washington Address at the Atlanta Cotton Exposition, posted on Canvas
VOF WEB Du Bois, A Critique of Booker T. Washington, posted on Canvas
Video on Canvas
Content Outline on Canvas

Module 7: Imperialism

Content: GML Chapter 17, pp. 664-677

VOF Emilio Aguinaldo, pp. 69-71

Video on Canvas

Content Outline on Canvas

Weekly Deadlines:

Modules 6-7 Reflection Response: Due Wednesday, September 30 (11:30pm on Canvas)

Modules 6-7 Quiz: Due Friday, October 2 (11:30pm)

Week 6: October 5-9

Module 8: Urbanization and Progressivism

Content: GML Chapter 18, pp. 678-700 and Chapter 19, pp. 701-717

VOF Charlotte Perkins Gilman, pp. pp.77-80

Video on Canvas

Content Outline on Canvas

Module 9: World War I

Content: GML Chapter 19, pp. 718-759;

VOF Eugene Debs, pp. 117-121

Video on Canvas

Content Outline on Canvas

Module 10: The 1920s

Content: GML Chapter 20, pp. 760-792

Video on Canvas

Content Outline on Canvas

Weekly Deadlines:

Modules 8-10 Reflection Response: Due Wednesday, October 7 (11:30pm on Canvas)

Modules 8-10 Quiz: Due Friday, October 9 (11:30pm)

Week 7: October 12-16

Global Encounters Discussion and Primary Source Exercise

Content: Review *Voices of Freedom* Readings for Modules 6-10

Weekly Deadlines:

Global Encounters Discussion Post: Due Wednesday, October 14 (11:30pm)

Follow Up Discussion Posts: Due Friday, October 16 (11:30pm)

Primary Source Post and Peer Critique: Due Friday, October 16 (11:30pm)

Week 8: October 19-23

Midterm Review and Exam

Content: Midterm Review Video on Canvas

Midterm Outline on Canvas

Weekly Deadlines:

Midterm Due: Friday, October 23 (exam is open between 12pm and 11:30pm)

Part 3: Strife at Home and Abroad

Week 9: October 26-30

Part 3: Strife at Home and Abroad

Content: Video on Canvas

Part 3 Content Guide

Module 11: Great Depression and the New Deal

Content: GML Chapter 20, pp. 792-801 and Chapter 21, pp. 802-845

Video on Canvas

Content Outline on Canvas

Module 12: World War II

Content: GML Chapter 22, pp. 846-889

Video on Canvas

Content Outline on Canvas

Weekly Deadlines:

Modules 11-12 Reflection Response: Due Wednesday, October 28 (11:30pm on Canvas)

Modules 11-12 Quiz: Due Friday, October 30 (11:30pm)

Week 10: November 2-6

Module 13: The Cold War

Content: GML Chapter 23, pp. 890-923
VOF NSC-68, pp. 218-222
VOF Walter Lippmann, A Critique of Containment, pp. 222-225
VOF President's Commission on Civil Rights, pp. 231-236
VOF Joseph McCarthy on the Attack, pp. 236-238
VOF Margaret Chase Smith, posted on Canvas

Module 14: 1950s Politics and the Civil Rights Movement

Content: GML Chapter 24, pp. 924-969 and Chapter 25, pp. 970-975
Video on Canvas
Content Outline on Canvas

Module 15: Kennedy and Johnson

Content: GML Chapter 25, pp. 975-985
Video on Canvas
Content Outline on Canvas

Weekly Deadlines:

Modules 13-15 Reflection Response: Due Wednesday, November 4 (11:30pm on Canvas)
Modules 13-15 Quiz: Due Friday, November 6 (11:30pm)

Week 11: November 9-13

Strife at Home and Abroad Discussion and Primary Source Exercise
Content: Review *Voices of Freedom* Readings for Modules 11-15

Weekly Deadlines:

Strife at Home and Abroad Discussion Post: Due Wednesday, November 11 (11:30pm)
Follow Up Discussion Posts: Due Friday, November 13 (11:30pm)
Primary Source Post and Peer Critique: Due Friday, November 13 (11:30pm)

Part 4: A Global Superpower

Week 12: November 16-20

Part 4: A Global Superpower
Content: Video on Canvas
Part 4 Content Guide

Module 16: Vietnam and 1960s Social Movements

Content: GML Chapter 24, pp. 950-951; Chapter 25, pp. 991-993 and 985-1013; Chapter 26, pp.1022-1024

Video on Canvas

Content Outline on Canvas

Module 17: Nixon and the 1970s

Content: GML Chapter 26, pp. 1014-1039

Video on Canvas

Content Outline on Canvas

Weekly Deadlines:

Modules 16-17 Reflection Response: Due Wednesday, November 18 (11:30pm on Canvas)

Modules 16-17 Quiz: Due Friday, November 20 (11:30pm)

Week 13: November 23-27

Fall Break! Happy Thanksgiving!

BONUS Optional Module: Situating 2020 in Historical Perspective (Video on Canvas)

Optional Extra Credit Assignment: Due Wednesday, November 25 (11:30pm on Canvas)

Week 14: November 30- December 4

Module 18: The Reagan Revolution

Content: GML Chapter 26, pp. 1039-1051

Video on Canvas

Content Outline on Canvas

Module 19: The 1990s

Content: George H.W. Bush and Clinton,

GML Chapter 27, pp. 1052-1084

VOF Bill Clinton, on NAFTA, pp. 323-325

VOF Declaration for Global Democracy, pp. 325-326

VOF Puwat Charukamnoetkanok, pp. 332-336

Video on Canvas

Content Outline on Canvas

Module 20: Global Terrorism & the US

Content: GML Chapter 27, pp. 1084-1089 and Chapter 28, pp. 1114-1133

VOF National Security Strategy, pp. 341-344
VOF Robert Byrd on the War in Iraq, pp. 344-347
Video on Canvas
Content Outline on Canvas

Weekly Deadlines:

Modules 18-20 Reflection Response: Due Wednesday, December 2 (11:30pm on Canvas)
Modules 18-20 Quiz: Due Friday, December 4 (11:30pm)

Week 15: December 7-11

A Global Superpower Discussion and Primary Source Exercise

Content: Review *Voices of Freedom* Readings for Modules 16-20

Weekly Deadlines:

A Global Superpower Discussion Post: Due Wednesday, December 9 (11:30pm)
Follow Up Discussion Posts: Due Friday, December 11 (11:30pm)
Primary Source Post and Peer Critique: Due Friday, December 11 (11:30pm)

Week 16: December 14-18

Final Exam Week

Content: Review Class Primary Source Spreadsheet (for Final Essay)

Exam Review Video on Canvas

Final Exam Review Outline on Canvas

Weekly Deadlines:

Primary Source Final Essay Due: Wednesday, December 16 (11:30pm)
Final Exam Due: Friday, December 18 (exam is open between 12pm and 11:30pm)