

HIST 112: U.S. History Since 1865

*“So we bought a pack of cigarettes and Mrs. Wagner’s pies
And walked off to look for America”--Paul Simon, 1968*



Bridge Over Youghioghenny River (Layton Road, South of Pittsburgh), Perry Township, Pennsylvania. History Outside (July 16, 2019).
A one-lane bridge in Western PA, in heart of the Rust Belt. Built in 1890s. Site of a murder in *Justified*. A key bridge in *Silence of the Lambs*. Construction to rehabilitate began on July 19, three days after this picture was taken.

HIST 112, United States History since 1865 HIST112-Y02-SPRING-2022 100% Asynchronous Online.

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United States History since 1865 HIST112-Y02-SPRING-2022

Table of Contents

Academic Bulletin Description	3
Full Course Description	3
Prerequisites	3
Learning Outcomes	3
Course Materials	4
Course Requirements	4
Course Format	4

	2
Course Communication	4
Module Schedule	5
Technology Requirements	5
Minimal Technical Skills Needed	5
Technical Support	6
Course Assignments and Grading	6
General Assignment Information	6
Formatting	6
Quizzes	6
Discussion Boards	6
Exams: Essays/Papers Answering a Major Question	6
Rubric for Primary Source Essay and Final Exam Essay:	6
Course Evaluation and Grading Scale	6
Academic Success	7
Disability Services	7
Student Success Center	7
Writing Center	7
University Library Resources	8
Counseling Services	8
Course Policies and Procedures	8
Attendance Policy	8
Academic Integrity	8
Plagiarism—Read this section. Faculty “have an obligation to report potential violations” on any assignment to UofSC’s Office of Student Conduct and Academic Integrity https://www.sa.sc.edu/academicintegrity	8
Class Conduct/Netiquette	9
Late Work/Make-up Policy	9
Incomplete Grades	10
Instructional Methods	10
Diversity and Inclusion	10
Expectations of the Instructor	11
Copyright/Fair Use Statement	11
<i>For the Course Schedule and Assignment & Quiz Due Dates, see Blackboard Course Content. Below here are a description of quizzes and discussion posts, a list of the 14 Modules, essay rubrics, primary source explanations, and tips for writing historical essays. These items are also in Course Content, as are descriptions of the “Exam” essays.</i>	12
Quizzes: Explanation	12
Discussion Posts: Explanation and Rubric for Evaluating Discussion Posts:	12
Rubric for evaluating Discussion Posts	13
Module 1—Class Introduction: What Should We Emphasize in American History? Why History Is the Only Legitimate Superpower	13
Module 2—Civil War, Emancipation, and Reconstruction, 1861-1877+	13
Module 3—Reconstruction in Retreat, White Supremacy as Dominant, and the Rise of the Jim Crow System	13

Module 4—Making Modern America, 1865-1920: Corporations, Inventions, Mass Wealth, and Immigration [also Heat+Motion+Communication+Pleasure+Fear]	13
Module 5—The West and the American Imagination: The Power of Myth and Romance	13
Module 6—Part 1, Populism and Progressivism, 1880s-1920; Part 2, The Roaring Twenties	13
Module 7—Part 1, The Roosevelts; Part 2, The Great Depression and New Deal	13
Module 8—World War II	13
Module 9—1950s: Baby Boomers’ World and Civil Rights Movement (World War II-1960 phase)	13
Option: Supplemental Module--1960s, Race, Racism, Disorders, Policing, Presidents, Martin Luther King Jr.	13
Module 10—The 1960s	13
Module 11—The Vietnam War (Overview) and the Civil Rights Movement (1960-1968 phase)	13
Module 12—Ronald Reagan and the Rise of Modern Conservatism Resurgence, 1964-1980.	14
Module 13: Can Women Have It All in 2020?	14
Module 14—America 2020	14
Primary Sources and Secondary Sources Explained:	14
Rubric for Essays	14
Tips on Historical Essay Writing:	15

Academic Bulletin Description

A survey of the political, economic, social, and cultural developments in the period after World War II.

Full Course Description

This course is a survey of U.S. history from 1865 to the present. Through lectures, class discussions, written work, and assessment of documentary evidence, students will examine the political, social, cultural, and economic history of the United States as the nation emerged from the Civil War, developed into a superpower, and became part of the modern world. Students will also review sound and film artifacts from the period and consider the role of history in a multimedia world. In this course, students will focus intensively on the role of stories and personal narratives and the ways that individuals construct their own histories, whether based on fact, fiction, or the spaces in between. Students should be aware that this course may differ from an AP or standardized test-driven high school history course. Facts, dates, names, and timelines are very important to this course, but they will mostly be used in helping us seek the larger goal of what mattered about the past, and most important, why it mattered. We will explore the who, what, when, and where of U.S. history, but the big prize we are after is the why.

Prerequisites

There are no prerequisites for this course.

Learning Outcomes

All learning outcomes in the course are equivalent to the face-to-face (F2F) version of the course.

After successful completion of this course, you will be able to:

- Demonstrate use of the principles of historical thinking to understand human societies, specifically through the history of the United States from the end of the Civil War to the contemporary era.
- Define and summarize major events, developments, and themes of United States history from the end of the Civil War until the contemporary era.
- Evaluate significant themes, issues, or eras in United States history from the end of the Civil War until the contemporary era.
- Demonstrate basic skills in the comprehension and analysis of selected sources and their relevance in the context of historical knowledge.

- Demonstrate ability to develop interpretive historical arguments drawing on primary and/or secondary sources.
- Demonstrate ability to recognize the differences between original historical source material (primary sources) and later scholarly interpretations of those sources (secondary sources).

Course Materials

There is one required textbook that is supplemented by other readings available on Blackboard. There is one required app/polling subscription. Reading assignments given at the end of this syllabus are subject to change, so being in class is essential.

- The course has a required textbook: *U.S. History*, by OpenStax College, P. Scott Corbett, et al, senior contributors (Rice University/OpenStax College, 2014, **Web Version Last Updated:** Dec 10, 2019) It is available in several forms: free online Web Viewer; a free .pdf download; \$6.99 premium digital version on iBook; a free Kindle version; several other digital options; and if a student wants a traditional hard-copy, a \$52 book. [if the links do not work for you, try cutting and pasting them into your browser, or googling the words “Openstax US history textbook.”]
 - *U.S. History*, by OpenStax College.
 - <https://openstax.org/details/us-history> [multiple options are listed on the lefthand side of the page]
 - Other required readings are located on Blackboard for this course under “Course Content” and on the Syllabus/Course Schedule. Those readings may be files located on Blackboard or links to readings available on the web.
 - Students should download the Blackboard App. Many of the materials for the course are viewable on devices that use that appl.
 - <https://apps.apple.com/us/app/blackboard/id950424861>
 - <https://www.blackboard.com/teaching-learning/learning-management/mobile-learning-solutions>
 - [Blackboard App on Your Android™ Device](#)
 - [Blackboard App on Your Apple Device](#)
 - **Do not enter responses or answers on Blackboard for another classmate or have someone else enter answers for you. It is a violation of the UOFSC Honor Code and can carry severe penalties including dismissal from UOFSC.**

Course Requirements

See the Course Schedule.

Course Format

This is a fully online course. Online classes are not easier than face-to-face lecture classes. To succeed in an online class, you must be extremely motivated and well organized. Course materials are available in links on the Course Schedule at the end of this syllabus or via Blackboard (“Bb”). Regular Internet access is essential for successful completion of the course.

The typical class structure will consist of learning modules, which include:

- Short Written Topic Guides and/or Video Guides
- Reading assignments as well as review of audio, video, and graphics/images.
- Online Discussion Posts.

This is an entirely Web-based course. We have no face-to-face class meetings, and you will complete your work asynchronously - which simply means that you will be working on it at different times than your colleagues. You can log into the class to do your work at whatever time is convenient for you as long as you are meeting class deadlines.

It is important to understand that you will have assigned deadlines, and work must be submitted on time. One critical part of this class is regular participation in online, written discussion forums. Each assignment sequence must be completed on schedule.

Course Communication

I will be communicating with you regarding grades and assignments. If you need to get in touch with me, the best method is via email. Please do not anticipate an immediate reply. Sometimes I am able to see an email and reply quickly to it. Most of the time, however, I am not. Generally, I will try reply to emails within 24-48 hours and will try to provide feedback on assignments within 72-96 hours. For longer assignments, grading and feedback may take considerably longer than 72-96 hours depending on the number of students in the course. You may also post questions pertaining to the course on the Blackboard Discussion Board, but you must notify the instructor by email to make sure they are aware of your post.

If you are having trouble with this course or its material, you should contact me via email to discuss the issues. Please contact me well in advance of a due date. Please do not expect or anticipate a response on the day that an assignment is due.

Announcements will be posted to this course whenever necessary. If there is any other information I think is important, I will send it to your email address you have in Blackboard. It is your responsibility to ensure that your email account works properly in order to receive email.

Below is how you check your email address in Blackboard:

- Access blackboard.sc.edu
- Click your name on the main Blackboard navigation panel on the left
- Review your email address. By default, Blackboard uses your university-issued email address

Your email address in Blackboard coincides with your preferred university email. If you are unsure of your preferred email, [check your account \(myaccount.sc.edu\)](https://myaccount.sc.edu). For more information on setting your preferred university email, please see the [How To Change Your Primary University Email Address \(https://scprod.service-now.com/sp?id=kb_article_view&sysparm_article=KB0011464\)](https://scprod.service-now.com/sp?id=kb_article_view&sysparm_article=KB0011464) Knowledge Base article.

Module Schedule

All course deadlines are listed in Eastern Time Zone. Blackboard will record all deadlines in this timezone. If you are in a different timezone, plan accordingly.

Each week will begin on a Sunday and will end on a Saturday.

See the course schedule for assignments.

Technology Requirements

Online written topic guides will be provided on Blackboard as .docx files, and video topic guides lectures will be provided on Blackboard as .mov or .mp4 files. Therefore, you must have access to the Internet to view/hear lectures.

The “lecture” presentations, links to articles, assignments, quizzes, and rubrics are located on the Blackboard site for the course. To participate in learning activities and complete assignments, you will need:

- Access to a working computer that has a current operating system with updates installed, plus speakers or headphones to hear lecture presentations (transcripts provided);
- Reliable Internet access and a USC email account;
- A current Internet browser that is compatible with Blackboard (Google Chrome is the recommended browser for Blackboard);
- Microsoft Word as your word processing program; and
- Reliable data storage for your work, such as a USB drive or Office365 OneDrive cloud storage.

If your computer does not have Microsoft Word, Office 365 ProPlus package is available to you free of charge and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365 ProPlus, log into your student (University) email through a web browser, choose Settings (top right corner), and select software. If you have further questions or need help with the software, please contact the [Service Desk \(https://www.sc.edu/about/offices_and_divisions/university_technology_services/support/servicedesk.php\)](https://www.sc.edu/about/offices_and_divisions/university_technology_services/support/servicedesk.php).

Minimal Technical Skills Needed

Minimal technical skills are needed in this course. All work in this course must be completed and submitted online through Blackboard. Therefore, you must have consistent and reliable access to a computer and the Internet. The minimal technical skills you have include the ability to:

- Organize and save electronic files;
- Use USC email and attached files;
- Check email and Blackboard daily;
- Download and upload documents;
- Locate information with a browser; and
- Use Blackboard.

Technical Support

If you have problems with your computer, technology, IT-related questions, support, including Blackboard, please contact the Division of Information Technology (DoIT) Service Desk at (803) 777-1800 or submit an online request through the [Self-Service Portal \(https://scprod.service-now.com/sp\)](https://scprod.service-now.com/sp) or visit the [Carolina Tech Zone \(https://www.sc.edu/about/offices_and_divisions/university_technology_services/support/ctz.php\)](https://www.sc.edu/about/offices_and_divisions/university_technology_services/support/ctz.php). The Service Desk is open Monday – Friday from 8:00 AM – 6:00 PM (Eastern Daylight Time). If you are located in the Columbia, SC area—and UofSC is not closed due to the COVID-19 pandemic—the Thomas Cooper Library at USC has computers for you to use in case you encounter computer issues/problems. If you are not located in the Columbia, SC area, most regional campuses and public libraries have computers for public use pending COVID-19 policies.

Course Assignments and Grading

See Course Content in Blackboard for this course.

General Assignment Information

- All coursework (assignments, exams, etc.) is secured in Blackboard with a username and password.
- All assignments and exams are due by time (Eastern Time Zone) and dates indicated on the course schedule.
- All online quizzes and tests are secured in Blackboard with a password.
- Rubrics will be provided in Blackboard (and/or on this syllabus).

Formatting

All assignments should be submitted as text on Blackboard or as MS Word or other equivalent text file. Documents should be proofread to avoid spelling and grammatical mistakes. Additionally, all written assignments will be evaluated based on “quality” and not simply “quantity.” In addition, all written assignments should adhere to the following guidelines:

- Unless you have a well-explained and instructor-approved artistic reason, the papers should be double-spaced in no more than 12-point font with 1-inch margins.
- Title of assignment centered on first page, followed by student name in next line;
- Documentation for all references and quotations using footnotes;
- Accurate spelling and grammar.

Quizzes

If this online course has quizzes, they will be explained in the Blackboard Course Content (and/or in this syllabus).

Discussion Boards

For explanations of the Discussion Posts and the rubric used for grading them, see Blackboard Course Content.

Exams: Essays/Papers Answering a Major Question

See Blackboard Course Content for exam questions and/or assignments.

Rubric for Primary Source Essay and Final Exam Essay:

See the Rubric explanation in the see Blackboard Course Content.

Course Evaluation and Grading Scale

- 1,000 points overall.
 - o [Blackboard’s grade center may say there are 1120 possible points, but there are only 1000 points once the lowest 4 quiz scores are not included.]
- Quizzes 30 percent. 300 points.
- Discussion Posts 10 percent. 100 points.
- First “Exam” Essay 30 percent. 300 points
- Final “Exam” Essay: 30 percent. 300 points.
- The grading scale is a 10-point scale. [NOTE: scale for +/-plus range may not reflect scales in other UofSC classes. **Do not anticipate points being “rounded up.”**]
 - o 1000-900, A
 - o 899-885, B+
 - o 884.9-800, B
 - o 799-785, C+
 - o 784.9-700, C
 - o 699-685, D+
 - o 684.9-600, D

- below 600, F.
- Assignments must be turned in by their due date and time. **Late assignments will be reduced up to 10% for every day late.** All (or at least almost all) of the assignments are available for completion and submission well before the due dates. In some rare cases, late submission penalties might be waived if a student's situation meets criteria for extenuating circumstances. The instructor decides those cases. Students usually would need medical excuses (i.e. notes from doctors/clinics) for a sudden situation and/or other equivalent evidence regarding significant personal and/or family crises (death of a close loved one as an example).

For the dates of exams and/or other due dates, see Blackboard Course Content.

All grades will be posted on Blackboard. You are strongly encouraged to check your scores in Blackboard regularly. A final letter grade will be assigned based on percentages.

Academic Success

Successful online learners:

1. Do not procrastinate;
2. Are open to sharing professional experiences online;
3. Enhance online discussions;
4. Have good written communication skills;
5. Use proactive communication;
6. Are self-motivated and self-disciplined;
7. Have a commitment to learning;
8. Have critical thinking and decision-making skills;
9. Believe quality learning can take place in an online environment; and
10. Have good time management skills.

Disability Services

Student Disability Resource Center (<http://www.sa.sc.edu/sds/>): The Student Disability Resource Center (SDRC) empowers students to manage challenges and limitations imposed by disabilities. Students with disabilities are encouraged to contact me to discuss the logistics of any accommodations needed to fulfill course requirements (within the first week of the semester). In order to receive reasonable accommodations from me, you must be registered with the Student Disability Resource Center (1523 Greene Street, LeConte Room 112A, Columbia, SC 29208, 803-777-6142). Any student with a documented disability should contact the SDRC to make arrangements for appropriate accommodations.

Student Success Center

In partnership with USC faculty, the Student Success Center (SSC) offers a number of programs to assist you in better understanding your course material and to aid you on your path to success. SSC programs are facilitated by professional staff, graduate students, and trained undergraduate peer leaders who have previously excelled in their courses. Resources available to you in this course may include:

- **Peer Tutoring:** You can make a one-on-one appointment with a [Peer Tutor](http://www.sc.edu/success) (www.sc.edu/success). Drop-in Tutoring and Online Tutoring may also be available for this course. Visit their website for a full schedule of times, locations, and courses.
- **Supplemental Instruction (SI):** SI Leaders are assigned to specific sections of courses and hold three weekly study sessions. Sessions focus on the most difficult content being covered in class. The SI Session schedule is posted through the SSC website each week and will also be communicated in class by the SI Leader.
- **Peer Writing:** Improve your college-level writing skills by bringing writing assignments from any of your classes to a Peer Writing Tutor. Similar to Tutoring, you can visit the website to make an appointment, and to view the full schedule of available drop-in hours and locations.
- **Success Consultations:** In Success Consultations, SSC staff assist you in developing study skills, setting goals, and connecting to a variety of campus resources. Throughout the semester, I may communicate with the SSC via Success Connect, an online referral system, regarding your progress in the course. If contacted by the SSC, please schedule a Success Consultation. Success Connect referrals are not punitive and any information shared by me is confidential and subject to FERPA regulations.

SSC services are offered to all USC undergraduates at no additional cost. You are invited to call the Student Success Hotline at (803) 777-1000, visit the [SSC website](http://www.sc.edu/success) (www.sc.edu/success), or stop by the SSC in the Thomas Cooper Library on the Mezzanine Level (pending COVID-19 policies) to check schedules and make appointments.

Writing Center

Writing Center (<http://artsandsciences.sc.edu/write/university-writing-center>)

This course has many of writing assignments. The University Writing Center is an important resource you should use! It's open to help any USC student needing assistance with a writing project at any stage of development. The main Writing Center is in Byrnes 703.

University Library Resources

[University Libraries Resources \(sc.edu/libraries\)](https://sc.edu/libraries)

- University Libraries has access to books, articles, subject specific resources, citation help, and more. If you are not sure where to start, please [Ask a Librarian!](https://sc.edu/libraries/ask) [Assistance is available at sc.edu/libraries/ask.](https://sc.edu/libraries/ask)
- Remember that if you use anything that is not your own writing or media (quotes from books, articles, interviews, websites, movies – everything) you must cite the source in MLA (or other appropriate and approved) format.

Counseling Services

[Counseling Services \(https://sc.edu/about/offices_and_divisions/student_health_services/medical-services/counseling-and-psychiatry/index.php\)](https://sc.edu/about/offices_and_divisions/student_health_services/medical-services/counseling-and-psychiatry/index.php): The University offers counseling and crisis services as well as outreach services, self-help, and frequently asked questions.

Course Policies and Procedures

Attendance Policy

Success in this course is dependent on your active participation throughout the course. You are expected to log into Blackboard several times a week and complete course assignments. Even if your work is completed, you still need to login to ensure that you have seen all announcements, etc. It is your responsibility to check updates related to the course.

Academic Integrity

You are expected to practice the highest possible standards of academic integrity. Any deviation from this expectation will result in a minimum academic penalty of your failing the assignment, and will result in additional disciplinary measures. This includes improper citation of sources, using another student's work, and any other form of academic misrepresentation.

The first tenet of the Carolinian Creed is, "I will practice personal and academic integrity."

Below are some websites for you to visit to learn more about University policies:

[Carolinian Creed \(http://www.sa.sc.edu/creed\)](http://www.sa.sc.edu/creed)

[Academic Responsibility \(http://www.sc.edu/policies/staf625.pdf\)](http://www.sc.edu/policies/staf625.pdf)

[Office of Student Conduct and Academic Integrity \(https://www.sa.sc.edu/academicintegrity/\)](https://www.sa.sc.edu/academicintegrity/)

[Information Security Policy and Standards](https://sc.edu/about/offices_and_divisions/division_of_information_technology/security/policy/universitypolicy/)

[\(https://sc.edu/about/offices_and_divisions/division_of_information_technology/security/policy/universitypolicy/\)](https://sc.edu/about/offices_and_divisions/division_of_information_technology/security/policy/universitypolicy/)

Plagiarism—Read this section. Faculty “have an obligation to report potential violations” on any assignment to UofSC’s Office of Student Conduct and Academic Integrity <https://www.sa.sc.edu/academicintegrity>

- “As a faculty member you have an obligation to report potential violations to the Office of Student Conduct and Academic Integrity (OSCAI).”
- “Reporting potential violations encourages an environment of academic integrity to flourish at the university, while ensuring that the university provides due process to our students.”

Below is the University’s text regarding plagiarism and the text provided by plagiarism.org/Turnitin.com about plagiarism. They offer good and clear explanations:

Using the words or ideas of another as if they were one’s own is a serious form of academic dishonesty. If another person’s complete sentence, syntax, key words, or the specific or unique ideas and information are used, one must give that person credit through proper citation. Student work goes **into SafeAssign and will be checked by that extensive service for instances of plagiarism and misuse of sources. An explanation of plagiarism is pasted below. Any paper considered as a case of plagiarism according to that definition will be submitted to the University for an investigation for violating the Honor Code, and the sanctions may include expulsion from the University.**

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What is Plagiarism?¹

From http://www.plagiarism.org/resources/documentation/plagiarism/learning/what_is_plagiarism.doc

Many people think of plagiarism as copying another’s work, or borrowing someone else’s original ideas. But terms like “copying” and “borrowing” can disguise the seriousness of the offense:

¹ Document provided by Turnitin.com and Research Resources. Turnitin allows free distribution and non-profit use of this document in educational settings. http://www.plagiarism.org/resources/documentation/plagiarism/learning/what_is_plagiarism.doc

According to the *Merriam-Webster OnLine Dictionary*, to “plagiarize” means

- 1) to steal and pass off (the ideas or words of another) as one's own
- 2) to use (another's production) without crediting the source
- 3) to commit literary theft
- 4) to present as new and original an idea or product derived from an existing source.

In other words, plagiarism is an act of *fraud*. It involves both **stealing** someone else’s work and **lying** about it afterward. But can words and ideas really be stolen? According to U.S. law, the answer is yes. In the United States and many other countries, the expression of original ideas is considered intellectual property, and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some media (such as a book or a computer file).

All of the following are considered plagiarism:

- turning in someone else’s work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on “fair use” rules)

Attention! **Changing the words of an original source is *not* sufficient to prevent plagiarism.** If you have retained the essential idea of an original source, and have not cited it, then no matter how drastically you may have altered its context or presentation, *you have still plagiarized*

Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed, and providing your audience with the information necessary to find that source, is usually enough to prevent plagiarism.

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Class Conduct/Netiquette

Professionalism will be expected at all times, but most especially with your interactions online. Because the university classroom is a place designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect for one another by exhibiting patience and courtesy in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a minimum requirement. Courtesy and kindness is the norm for those who participate in my class.

Our discussion board is a way for you to share your ideas and learning with your colleagues in this class. We do this as colleagues in learning, and the Discussion Board is meant to be a safe and respectful environment for us to conduct these discussions.

Some Netiquette Rules:

- Treat one another with respect. It will be expected that we will not attack one another personally for holding different opinions.
- When sending an email, please include a detailed subject line. Additionally, make sure you reference the course number (Ex. ENGL 287) in the message and sign the mail with your name.

Some Netiquette Suggestions:

- Begin emails with a proper salutation (Examples: Mr. Name; Ms. Name; Mx Name; Hello Professor Name; Good afternoon Mr. Name). Starting an email without a salutation or a simple "Hey" is not appropriate.
- Use proper grammar, spelling, punctuation, and capitalization. Text messaging language is not acceptable.
- Use good taste when communicating. Profanity should be avoided.
- Re-Read, think, and edit your message before you click "Send/Submit/Post."

Please remember when posting to be respectful and courteous to your colleagues, and limit your posts to discussions of this course and its assignments.

Late Work/Make-up Policy

All assignments, quizzes, and exams are due by the deadline as posted in Blackboard Course Content.

Please plan accordingly, and complete these assignments in advance of their deadlines to ensure any unanticipated circumstances do not result in a missed assignment. User error does not qualify you for any kind of makeup or retake opportunity.

Completing and submitting the assignments or quizzes responses by the due date is the sole responsibility of you. If you receive an incomplete score because of failure to submit the assignment or test by the due date, then your score for that assignment will be recorded as "zero."

You will be allowed to access the assignments an unlimited number of times until the due date/time, and take quizzes one time each before the due date/time as indicated on the course calendar. If you are concerned about missing a deadline, you may want to do any of the following:

- Post your assignment the day before the deadline; or
- Begin quizzes as soon as they are made available online.

In cases of significant extenuating circumstances, late exams/quizzes might be accepted for full credit if the following two requirements are met:

1. You must contact me in advance of the exam/quiz's deadline to make arrangements for its completion.
2. You must complete the exam within the week following its due date.

Late assignments will be subject to the following penalty: up to 10% will be deducted from your grade for the first day late, and an additional up to 10% will be deducted on each subsequent day. Any quiz taken after the deadline will be reduced 60% (a 30-point quiz would be a 12-point quiz, meaning the maximum a student could earn on a late quiz would be 12 points).

Be Careful: The clock on your computer may be different than the clock in Blackboard. If the clock is different by one second, you will be locked out of the assignment or quiz. Plan accordingly. I recommend that you submit your assignments, quizzes, and exams well before deadline.

Incomplete Grades

Incompletes will be granted only in accordance with university policy.

Instructional Methods

The course will be taught using multiple instructional methods. These methods will include written topic guides, topic videos, and analysis of readings of primary sources and secondary (interpretive) sources, documentary film material, recordings, images, and other sources. Students will engage that material in discussion posts, reaction papers, exam-essays, and other approaches.

Diversity and Inclusion

The university is committed to a campus environment that is inclusive, safe, and respectful for all persons, and one that fully embraces the Carolinian Creed. To that end, all course activities will be conducted in an atmosphere of friendly participation and interaction among colleagues, recognizing and appreciating the unique experiences, background, and point of view each student brings. You are expected at all times to apply the highest academic standards to this course and to treat others with dignity and respect.

Accessibility, Disability, and Triggers [credit to [Dr. David Moscovitz](#)]

The instructor is committed to ensuring course **accessibility** for all students. If you have a documented **disability** and expect reasonable accommodation to complete course requirements, *please notify me at least one week before accommodation is needed*. Please also provide [SDRC](https://sc.edu/about/offices_and_divisions/student_disability_resource_center/) (https://sc.edu/about/offices_and_divisions/student_disability_resource_center/) documentation to me before requesting accommodation. Likewise, if you are aware of cognitive or emotional **triggers** that could disrupt your intellectual or mental health, please let me know so that I can be aware in terms of course content.

Please be aware that our exploration of this period in U.S. history explores material that involves violence, death, guns, offensive language, drug use, sexuality, sexual identity, religion, politics, and other potentially discomfoting issues. Some of the original documents and video/audio material contain the n-word and other degrading references and potentially disturbing, offensive, and graphic images or other material.

Diversity, Ethics, and the Carolinian Creed [credit to [Dr. David Moscovitz](#)]

This course works to foster a climate free of harassment and discrimination, and it values the contributions of all forms of **diversity**. The decision to enter university and pursue advanced study is a choice that entails commitment to personal **ethics** expressed in the [Carolinian Creed \(www.sa.sc.edu/creed\)](http://www.sa.sc.edu/creed/): "I will discourage bigotry, while striving to learn from differences in people, ideas and opinions." Likewise, the Student Code of Conduct ([STAF 6.26 \(http://www.sc.edu/policies/ppm/staf626.pdf\)](http://www.sc.edu/policies/ppm/staf626.pdf)) stresses, "The University of South Carolina strives to maintain an educational community that fosters the development of students who are ethical, civil and responsible persons."

Title IX and Gendered Pronouns [credit to [Dr. David Moscovitz](#)]

This course affirms equality and respect for all gendered identities and expressions. Please don't hesitate to correct me regarding your preferred gender pronoun and/or name if different from what is indicated on the official class roster. Likewise, I

am committed to nurturing an environment free from discrimination and harassment. Consistent with Title IX policy, please be aware that I as a responsible employee am obligated to report information that you provide to me about a situation involving sexual harassment or assault.

Values [credit to [Dr. David Moscovitz](#)]

Two core values, inquiry and civility, govern our class. **Inquiry** demands that we all cultivate an open forum for exchange and substantiation of ideas. Strive to be creative, to take risks, and to challenge our conventional wisdom when you see the opportunity. **Civility** supports our inquiry by demanding ultimate respect for the voice, rights, and safety of others. Threatening or disruptive conduct may result in course and/or university dismissal. Civility also presumes basic *courtesy*: please be well rested, on time, and prepared for class, which includes time for a restroom stop *before* (not during) class and silencing all personal devices.

Expectations of the Instructor

I am expected to facilitate learning, answer questions appropriately, be fair and objective in grading, provide timely and useful feedback on assignments and treat you as I would like to be treated.

Copyright/Fair Use Statement

I will make every attempt cite and/or reference materials that I use in this course. You, as students, are expected to not distribute any of these materials, resources, quizzes, tests, homework assignments, etc. (whether graded or ungraded).

For the Course Schedule, Assignment & Quiz Due Dates, Quiz Explanations, Discussion Answer Posts, Mid-Term and Final “Exam” Essay Explanations and Submission portals, see Blackboard Course Content.

- 1000 total points for the course.
 - [Blackboard’s grade center may say there are 1120 possible points, but there are only 1000 points once the lowest 4 quiz scores are not included.]
 - 100 possible points: 2 Discussion Answers posts @ 50 possible points each.
 - 300 possible points: 14 quizzes @ 30 possible points each (5 questions for each quiz, each worth 6 points]. The highest 10 quiz scores count for the final total (of 14 quizzes, the lowest 4 scores—which include zeroes for quizzes not taken--would be “dropped”)
 - 300 possible points: Mid-Term Essay @ 300 points.
 - 300 possible points: Final essay @ 300 points.

Quizzes: Explanation

- 10 quizzes @ 30 possible points per quiz. There are 14 quizzes, with one per module, but **only the top 10 scores count** (meaning generally that the 4 lowest scores are dropped. Those lowest scores include zeroes for missed or incomplete quizzes). See the Late Work/Make-up Policy earlier in the syllabus for late quizzes.
- All quizzes are taken through Blackboard. They can be taken online or through the Blackboard App.
 - <https://apps.apple.com/us/app/blackboard/id950424861>
 - <https://www.blackboard.com/teaching-learning/learning-management/mobile-learning-solutions>
 - [Blackboard App on Your Android™ Device](#)
 - [Blackboard App on Your Apple Device](#)
- **Material for the weekly quiz/zes includes anything from the module that is not labeled as “suggested” or “recommended.”**
- Students will take these quizzes on their own each week. Students can use books and computers and notes, etc., to take the weekly quiz. BUT→they will need to have done all of the assignments before taking the quiz and be prepared to answer the questions quickly.
 - The questions will come from the modules identified in the course schedule.
 - The question format will be multiple choice or true/false types of questions.
 - Expect 5 questions.
 - The questions will not have many answers that are easily “google-able” but will have questions and concepts about from the specific modules.
 - Students can take the quizzes at their own pace, but the quizzes must be completed before the deadline. Blackboard closes down the quiz at the due date/time. Please be aware of that. Students who don’t submit the quiz before Blackboard shuts it down will receive a 0-zero for the quiz. Answers to the quizzes will not be available until after the due date/deadline date and after all are graded and in Blackboard’s grade center.
 - The time available for taking the quiz will be set at 10 minutes. For students who receive time-and-a-half accommodation on exams and quizzes, this 10-minute timeframe is time-and-a-half. The typical quiz timeframe would be 5 minutes for all students. This 10-minute frame includes the extra time for accommodation.
 - The questions may all appear on the same quiz page or may appear one question at a time. If the quiz is one-question-at-a-time, students must answer that question to move to the next question. No backtracking will be allowed. Students will be able to submit their quiz only once. For fairness to all students, there will be no re-submission of a quiz.
- **Do not enter Blackboard quiz responses for another classmate or have someone else enter answers for you. It is a violation of the UOFSC Honor Code and can carry severe penalties including dismissal from UOFSC.**

Discussion Answers Posts: Explanation and Rubric for Evaluating Discussion Posts:

- **To submit a post, go to the course Blackboard page, then to Course Content, then to the Discussion Answers item.**
- See Blackboard Course Content for topics, questions, and due dates. Posts turned in after the due date will receive grade penalties. See the Late work/Make-up Policy.

- Students can expect 50 percent of the total points for turning in a post on time and up to 100 percent of the possible points based on the quality of the post. Exceptional posts are candidates for a possible bonus of up to 3 points. See Course Content for the specific discussion posts.

NOTE: Students are welcome to submit at any time before the due date. Late submissions deducted up to 10% grade per day late.

- The rubric below contains the criteria for evaluation.

Rubric for evaluating Discussion Posts

- The rubric uses a basic A-B-C-D-F rating system. See the actual rubric on Blackboard for the categories and language for the rubric. Below are the key categories.
 - Is the writing clear? Students have latitude to write creatively, but their communications need to be understandable.
 - Does the post use the assigned material effectively?
 - Does the post reflect original thought and expression? How effectively?
- A+ Outstanding at use of modules and sources; depth of analysis, explanation of choices, reflection of student's thinking about material
- A, Excellent at use of modules and sources; depth of analysis, explanation of choices, reflection of student's thinking about material.
- B, Very Good to Good at use of modules and sources; depth of analysis, explanation of choices, reflection of student's thinking about material
- C, Satisfactory to Almost Unsatisfactory at use of modules and sources; depth of analysis, explanation of choices, reflection of student's thinking about material
- D, Almost Satisfactory to Unsatisfactory at use of modules and sources; depth of analysis, explanation of choices, reflection of student's thinking about material
- F, Submitted on time but was inadequate at use of modules and sources; depth of analysis, explanation of choices, reflection of student's thinking about material

Module 1—Class Introduction: What Should We Emphasize in American History? Why History Is the Only Legitimate Superpower

Module 2—Civil War, Emancipation, and Reconstruction, 1861-1877+

Module 3—Reconstruction in Retreat, White Supremacy as Dominant, and the Rise of the Jim Crow System

Module 4—Making Modern America, 1865-1920: Corporations, Inventions, Mass Wealth, and Immigration [also Heat+Motion+Communication+Pleasure+Fear]

Module 5—The West and the American Imagination: The Power of Myth and Romance

Module 6—Part 1, Populism and Progressivism, 1880s-1920; Part 2, The Roaring Twenties

Module 7—Part 1, The Roosevelts; Part 2, The Great Depression and New Deal

Module 8—World War II

Module 9—1950s: Baby Boomers’ World and Civil Rights Movement (World War II-1960 phase)

Option: Supplemental Module--1960s, Race, Racism, Disorders, Policing, Presidents, Martin Luther King Jr.

For the Discussion Answers Post #2 and the Final “Exam” Essay, there is a optional module in Course Content with material on 1960s, Race, Racism, Disorders, Policing, Presidents, Martin Luther King Jr.

Module 10—The 1960s

Module 11—The Vietnam War (Overview) and the Civil Rights Movement (1960-1968 phase)

Module 12—Ronald Reagan and the Rise of Modern Conservatism Resurgence, 1964-1980.**Module 13: Can Women Have It All in 2020?****Module 14—America 2020****Primary Sources and Secondary Sources Explained:**

“History is an intellectual discipline marked by ongoing change and punctuated by the periodic appearance of major revisionist works. Historians are constantly reviewing and rethinking the past, discovering new patterns and meanings. In this process they depend upon the tangible remains of the past for source materials. Any remnant of the past can serve the purpose. Although written records tend to predominate as source materials in most fields of history, in some (particularly those related to ancient and medieval history) scholars rely heavily on artifacts. Such materials are of importance to those who study modern history as well. Weapons, coins, household utensils, cathedrals, statues, and films can cast as much light on the past as can diaries, letters, and newspapers. Whether these historical raw materials are written records or artifacts, we refer to them as primary sources. The written histories that historians fashion from these (primary) sources become in turn (secondary) sources for subsequent investigators.”¹

—Anthony Brundage, *Going to the Sources : A Guide to Historical Research and Writing*.

As this reference from a prominent book on how-to-research-and-write history states, primary sources are “historical raw materials,” and a wide variety of things can be primary sources. With such diversity, finding a clear definition of a primary source can be difficult. The key question, therefore, is “Does it create a primary connection to the part of the past that is being studied?” or does it rely on the interpretation of a historian or someone after that being studied?” or does it rely on the interpretation of a historian or someone after that part of the past being studied? So, for example, diary entries for Teddy Roosevelt are primary sources, but a biography written by a historian using those diaries as evidence is a secondary source.

Rubric for Essays

The rubric used for evaluating the essays is below. One of the key parts of that rubric is determining the effectiveness of the essay at answering four fundamental questions:

- What happened/What changed over time?
- How did “it” happen/How did it change over time?
- Why did “it” happen/Why did it change over time?
- What is most important for us to know/to remember about it—What is its most important legacy?

[20 percent of total points] **INTRODUCTION:** How well written is the introduction? How well does it capture the attention of the reader? How well does the introduction set up the topic (with a thesis statement/organizing idea) and establish a thematic framework for the reader?

Generally, papers should begin with an introduction that: captures the reader’s attention, introduces the topic, sets out an interpretation/argument about the topic, and offers a “road map” for the reader to understand how the writer is going to defend their interpretation/argument. Even with a personal narrative, this introduction should capture the reader, give them a vision/interpretation to ponder throughout, and offer a “road map”/organizational direction to help frame their thinking.

[10 percent of total points] **CLARITY OF WRITING:** How effective is the order of presentation? How effective are the transitions? Are there errors in spelling, grammar, typing—unless clearly done for thematic reasons? How effective are the topic sentences and paragraphs? [see the Essay Evaluation form on the Syllabus for common errors to avoid.]

[35 percent of total points] **USE OF EVIDENCE-SOURCES/RESEARCH FROM THE COURSE MODULES:** How well does the paper use available evidence/research from the course modules to support your answer and establish your authority for the reader? The only evidence that will count for this section will be material covered in some form in the modules or as described in the assignment description.

[35 percent of total points] **OVERALL INTERPRETATION/FUNDAMENTALS/VISION:** How clear and effective is the answer to the question? Does it offer a clear short answer in the opening paragraph that guides the reader for the rest of the essay (you may like to think of this as a “thesis statement.))? How sophisticated are the themes, analysis, and use of context to situate the specific topic? How well does the essay explore the complexities and nuances, while still being concise and forceful? How convincing is the essay, especially as written to a general reader with little knowledge of the topic? How effective is the answer at addressing the four fundamental

elements/questions (What, How, Why, and Legacy)*? Does the interpretation leave a lasting impression with the reader? How much?

* What happened/What changed over time? How did “it” happen/How did it change over time? Why did “it” happen/Why did it change over time? What is most important for us to know/to remember about it—What is its most important legacy?

Tips on Historical Essay Writing:

In addition to this sheet, please see the essay evaluation form on the syllabus for a sense of the general rubric used to assess these essays.

Good writing depends on the dialogue the writer creates with the reader, but they rarely will know who your reader is (in this case, students do have some idea). Usually, the reader’s part of the dialogue comes only after the writer is finished. The challenge requires the writer to create something that stands strong even when the writer is no longer there to answer questions about their writing. Therefore, students have to be good at being clear, interesting, and intelligent in your work.

Some basic keys to writing good essays are:

- Frame/conceptualize an answer in an engaging, concise, but complex way.
- Support that framework with ample evidence, examples, and support.
- Establish control of the dialogue with the reader and never let them look away or lose respect for your claims. This is also known as establishing your focus and maintaining it in a compelling way. Being vague and overly general is a great way to lose your audience.
- Project what is known as your “voice.” Everyone has one in their writing. Some people’s voices are more memorable. [this is not the same as using the first-person perspective, but is a way of writing that draws from your unique perspective, the rhythm of your words and phrases, and your timing.]
- Recognize the sources of your authority as a writer/interpreter for a reader who knows nothing about you. Your words have to convey your authority. Why should a reader respect what you are saying? You need an argument that makes sense—and hopefully is an exciting interpretation to the reader—and an argument that makes good use of ample information.
- Define your terms, or your reader will define them for you and potentially destroy your intent.

Keys specific to historical essays.

- Ask yourself this: How do I measure change? Then explain clearly the changes you are interpreting, keeping in mind how you can communicate to a reader how something changes and what is significant about it.
- Establish a timeframe for the reader. Events occur in sequence. Time matters.
- Focus on cause and effect (usually a good strategy).
- Be specific; avoid bland generalizations (unless you have great evidence to make the bland meaningful).
- Never let your reader rest or rely on their own assumptions. If you allow their assumptions in, then you have lost your authority.
- Avoid using absolute language—*everyone, all, completely, unique, without question, irrefutable, inevitable* . . . Be wary of categorical claims and of “what if” history, such as “none of this would have happened if . . . /If Hitler had died in a car wreck in 1930 . . .” These tactics raise the evidentiary bar and invites the reader to come up with alternative scenarios that almost certainly are going to undermine your broad claim. If you don’t effectively anticipate those scenarios and give credible reasons for a reader to dismiss them, you will lose your authority.
- For most essays, you need to establish standards or criteria for comparison. You have to establish what makes something “more important” or “better.” You have to make a value judgment and be able to explain that rationale to the reader. How can you explain that Coke is better than Pepsi in a way that uses evidence instead of “because I think so”? A history argument is not too different from that process. It’s about how you define “better” and the criteria you use to judge it.

ⁱ Brundage, Anthony. *Going to the Sources : A Guide to Historical Research and Writing*, John Wiley & Sons, Incorporated, 2017. ProQuest Ebook Central, <http://ebookcentral.proquest.com/lib/southcarolina/detail.action?docID=4853996>. Created from southcarolina on 2020-05-20 06:50:17.