

HIS204–66 US History 2: 1865-Present

GENESEE COMMUNITY COLLEGE

SUMMER 2023

May 30, 2023 – August 11, 2023

Online Course Syllabus

Instructor Information:

Judith Littlejohn (*she, her*)

JMLittlejohn@genesee.edu

Student Hours: We can Zoom at your convenience; please email me to set up a time.

Office Location: Batavia T146 [Online Learning]

Phone: (585) 343-0055 extension 6206. Email preferred due to partial remote work schedule.

Zoom: <https://zoom.us/j/5853436206>

Welcome!

To learn effectively you must have basic security: a roof over your head, a safe place to sleep, enough food to eat. If you're having trouble with any of those things, please contact AEOC, your Success Coach, and/or me. Together we can work to make sure those needs are met.

HIS204, US History 2 ("Modern US"), is an exciting course with a lot of interesting people and places to read about. It can feel overwhelming to attempt to learn the history of the past 150+ years, however, we will break it down into themes, regions, and people-groups to keep it manageable.

My name is Judith Littlejohn. I earned my first college degree here at GCC in 1993. After taking time off from college to raise a family, I went back and earned Master's degrees in World and American History from SUNY Brockport, as well as an Instructional Design graduate certificate from the University of Wisconsin-Stout. My focus in history is Cultural History, both American and World, with an emphasis on Modernity.

I have been teaching workshops and seminars for several years; I started working in Online Learning in 2005 and began teaching credit courses in 2012. I love teaching online, and helping other faculty learn how to teach online, but I really love when students are successful in online courses, so that is my goal for **you**.

You can reach me via email or Course Email any time; I try to respond as quickly as possible but occasionally may need up to two business days to reply (for example, if I'm at a

conference, which does not happen often). I try to grade assignments and give feedback within 3 business days of the due date so that you can go into your next assignment knowing how you did on the last one.

The rest of this document explains how the course is set up and what I expect you to do. Please read through it and let me know if you have questions! The **key point** to be aware of as you start this course is that I have a schedule for to follow to stay on track, however, you are invited to work ahead at your own pace if you choose. Every time you complete one module from top to bottom, the next module will automatically open up for you. Be aware that if a module does not open when you expect it to, you should go back through the previous module and make sure you completed everything.

If you fall a little bit behind the schedule I will be nudging you along and encouraging you to catch up. Your work will not be penalized if it is submitted late, so please do not stress out if something in life causes you to submit something a few days after the due date. I will, however, be sending you reminders to keep you on track.

Again, Welcome to Class! JL.

Course Information:

Catalog Description:

Surveys United States history from Reconstruction to the present. Focuses on the role of the United States among the community of nations and on the ideas and events that have shaped the development of our culture, government and institutions since 1865. Examines the following themes: Reconstruction, industrialization and its effects on American society, immigration and urbanization, progressivism, World War I, social and cultural changes of the Twenties, the Great Depression and the New Deal, World War II, postwar affluence and social change, the Cold War and its end, the civil rights movement, Watergate, the Reagan Revolution, and the war on terrorism. Introduces techniques of historical research and critical writing about the modern history of the United States.

Course Learning Objectives (CLOs):

Upon successful completion of this course, a student will be able to:

1. **Discuss** various events in modern American history from the end of the Civil War with an emphasis on the historical narrative.
2. **Explain** how the common institutions in modern American society affected different groups in the 19th, 20th and 21st centuries.
3. **Analyze** the connections of global forces to local or national developments.
4. **Discuss** the role that geography played on the development of the United States.
5. **Analyze** current issues in American society in their historical context.

6. **Appraise** various pieces of writing about modern American history for bias and viewpoint.
7. **Explain** the basic forms of historical analysis in American history using primary or secondary evidence.
8. **Assess** multiple types of historical evidence to formulate an informed response.

Required Text

Give Me Liberty!: An American History, Seagull Sixth Edition Volume 2 (2019)

Author: Eric Foner

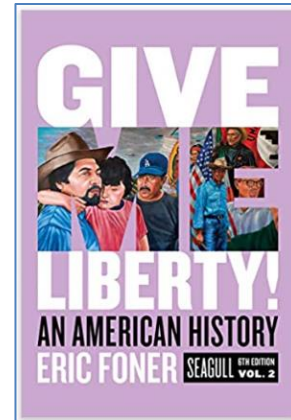
W. W. Norton & Company, Inc.

ISBN: 978-0-393-42874-2

Access code (**Required!**) included with book.

If you buy a used book, make sure you have a NEW Access Code.

Note: [the ebook is sufficient](#), it includes the code you need and access to the book online.



Minimum Technical Requirements and/or Skills for this Course:

In order to successfully engage in this online course, we must meet the following minimum technical requirements:

- Access to standard word processing software (i.e. Microsoft Word / Works, Open Office, etc) Note: Microsoft Office is available through the “Microsoft Office for You” link in the “Support” area at the bottom of the course homepage.
- High-speed internet to access Brightspace and WW Norton
- Ability to upload files

Course Requirements

You will achieve a successful grade in HIS204 if you: participate every week, satisfactorily complete all quizzes, participate in the online discussions, turn in all assignments as designated, read all assigned materials, and maintain proper netiquette behaviors. A final grade of C is required to transfer this credit to another college. All the work you do in this course has a point value; **the total number of points you earn will equate to your final grade.** For example, since the course point total = 500, you will receive a final grade of “A” if you earn 465 points. A total of 365 points equals a final grade of “C”. **Your final grade is up to you.**

Grading and Evaluation

Assignment Point Values:

Assignment	Number of Assignments and the Point Value	Total Point Value
Syllabus Quiz	1 quiz x 5 points	5
Introduction Discussion	1post x 5 points	5
“How to Use InQuizitive” Quiz	1 quiz x 10 points	10
“Analyzing Primary Sources” Tutorial	1 tutorial x 10 points	10
“Maps” Tutorial	1 tutorial x 10 points	10
InQuizitive Chapter Quizzes	14 quizzes x 10 points; Highest 11 scores count	110
Reflection posts	5 posts x 5 points	25
CLO Assignments/Discussions	15 assignments x 25 points; Highest 13 scores count	325
Points Total		500

Final Grades:

Final Grades will be determined on a percentage of 500 points in the following manner:

Course Points	Percentage	Letter Grade	Grade Points
465 to 500	93 to 100%	A	4.0
450 to 464	90 to 92%	A-	3.67
435 to 449	87 to 89%	B+	3.33
415 to 434	83 to 86%	B	3.0
400 to 414	80 to 82%	B-	2.67
385 to 399	77 to 79%	C+	2.33
365 to 384	73 to 76%	C	2.0
350 to 364	70 to 72%	C-	1.67
335 to 349	67 to 69%	D+	1.33
315 to 334	63 to 66%	D	1.0
300 to 314	60 to 62%	D-	0.67
0 to 299	0 to 59%	F	0

Course Policies

- a) **How This Course Works:** This course consists of 16 modules. The first module contains the Syllabus Quiz, Introduction Discussion, and “How to Use InQuizitive” quiz; modules 2 – 15 are chapters of the textbook, and the final module is a “Wrap Up” activity. The chapter modules contain resources to guide your reading, videos related to the chapter, the link for your InQuizitive quiz, and an assignment or discussion designed to meet one of our Course Learning Objectives (CLOs). When you submit your CLO assignment or post to the CLO discussion, the next module will open up for you so you can move on. This way, you can work through the course ahead of the schedule if you wish. The schedule provided is intended to keep everyone on track at a pace that will allow you to finish the course on time; pay attention to your pace so you do not fall behind. **There are many modules to cover in this short Summer term, so keep in mind that you must complete more than one module per week to finish on time.**
- b) **Attendance** (online participation) is highly recommended every week. Students who do not participate weekly may be reported non-attending. “Participation” means actively posting discussion responses, taking quizzes, writing, and contributing. Logging into Brightspace and clicking on links without actively participating does not equal attendance; your presence must be made public through **active participation**.
- c) **Inclusive Excellence Statement:** In this course, we embrace inclusive excellence and the strengths of a diverse and inclusive community. During course discussions we may be challenged by ideas different from our lived experiences and cultures. Understanding individual differences and broader social differences will deepen our understanding of each other and the world around us. In this course, all people (including but not limited to, people of all races, ethnicities, sexual orientation, gender, gender identity and expression, students undergoing transition, religions, ages, abilities, socioeconomic backgrounds, veteran status, religions and nationalities, intellectual perspectives and political persuasion) are strongly encouraged to respectfully share their unique perspectives and experiences. This statement is intended to help cultivate a respectful environment, and it should not be used in a way that limits expression or restricts academic freedom at GCC.

- This institution recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. You are invited to share how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). I will do my best to address and refer to all students accordingly, and will support you in doing so as well. In this classroom, we will respect and refer to people using the names and personal pronouns that they share.
- d) **Critical Thinking Skills** will be overtly nurtured and emphasized in this course.
- e) **Information Literacy Skills** will be overtly emphasized in this course – we will use scholarly sources and cite them.
- f) **Plagiarism**, the use of others’ work without citation, will be considered a form of **cheating**. Any incident will be evaluated by the instructor and may result in the failure of the assignment or the course. Note that if sharing ideas or information with another student you owe that student citation or it will be considered plagiarism. The official college policy is as follows:

Plagiarism and Cheating: *Cheating* is obtaining or intentionally giving unauthorized information to create an unfair advantage in examination, assignment, or classroom situation. *Plagiarism* is the act of presenting and claiming words, idea, data, programming code or creations of others as one’s own. Plagiarism may be intentional - as in the false claim of authorship – or unintentional – as in a failure to document information sources using MLA (Modern Language Association), APA (American Psychological Association) or other style sheets or manuals adopted by the instructors at the College [**note: we use Chicago Style in this history course**].

Presenting ideas in the exact or near exact wording as found in source material constitutes plagiarism, as does patching together paraphrased statements without proper citation. Disciplinary action may include a failing grade on an assignment or test, a failing grade for the course, suspension, or expulsion from the college, as described in the Student Code of Conduct.

To avoid plagiarism in this course be sure to cite every source you use. **When in doubt, cite it.** See the section later in this document called “What Is Chicago Style Formatting?” for

more information.

- g) **The Use of Artificial Intelligence in Coursework** – The expectation in this course is that all work produced for a grade will be the sole product of a student's endeavors to meet those academic goals. Students are encouraged to use artificial intelligence, among many other research resources, if these tools are found useful. **Students must not substitute the substance of their work with the results of such (re)search tools**, however, as that act would contravene the rules of academic integrity and their underlying academic values. **Any/all student work that may have been influenced by artificial intelligence must clearly list the website and search terms used.**
- h) **Behavior**- Disruptive or rude online or in-person behavior will not be tolerated. I reserve the right to deduct grade points for violation of this policy. Also note that History requires us to study many cultures other than our own - vigorous debate and commentary are encouraged, however, racist, sexist or homophobic comments will be grounds for will result in a warning and a zero grade for that entire activity plus notice sent to the Dean of Students. A second offense will result in dismissal from the course.
- i) Occasionally, an **IP (in process) grade** will be offered at the end of the semester for students who have been working along and then encounter compelling, **documented** family, global, or personal emergencies. Contact me if you find yourself in these circumstances; IPs are given only to students who have already completed at least 80% of the course and have encountered an issue that prevents them from finishing up on time.
- j) **Disability Statement:** If you have a physical, psychological, medical or learning disability that may impact your coursework or participation in this class, please contact the Assistant Dean of Student Services/Disabilities Coordinator, Success Coach, or Academic Advisor who will arrange an intake meeting. The Assistant Dean/Coordinator will determine with you what accommodations are necessary, appropriate and reasonable. All information and documentation is confidential. **Contact:** [Access & Accommodation Services](#), Room C231 Batavia, 585-343-0055 extension 6219, AccessServices@genesee.edu, or your [Student Success Coach](#). **Note:** If you encounter any course materials that are inaccessible with adaptive equipment or inaccessible due to extenuating circumstances please let me know

or contact Access & Accommodation Services, above.

- k) **Class Cancellation Policy:** Online classes will **never** be canceled. It is important to **download and/or print out this syllabus** so that in the event of a power outage or technical crisis you can keep up with the readings and assignments offline and submit your work as soon as the power/technical situation is corrected. If you encounter technical issues, call the [Help Desk](#) (1.866.614.5004) immediately – they will create a support ticket showing the time/date of your difficulties; this time ticket is your proof that you sought technical assistance prior to a missed deadline (if applicable).
- l) If you have trouble with your WW Norton access code for InQuizitive, the map activities, and the primary source activities, you must contact the [WW Norton Tech Support](#) – I cannot do anything to fix your code. If you purchased a code that was already used contact whoever you bought the code from and request a new code.
- m) **School Closings:** Online classes **continue** as scheduled regardless of weather and driving conditions. Print this syllabus out so you can continue reading the textbook and writing offline in the event of a power outage.

Support Services and Other College Resources:

We are fortunate to have a large number of services available to help students achieve the success they desire. Details are posted on the college website. As your instructor I am available to help identify and access these resources so please ask if you need help. In particular, the following sites are excellent starting places to obtain **help**:

- [Tutoring - The Learning Center](#) – they help with understanding what you are reading in your textbook, managing your time, giving feedback of drafts of written assignments, and learning skills.
- [Norton InQuizitive Help](#) – if you have trouble accessing your quizzes please contact them; I am unable to help you with your Norton account.
- [GCC Library](#)- use the online “Ask a Librarian” chat to contact them directly if working from home. The Librarians can help you find sources – they love to help!
- [Success Course for GCC Students](#) - to find out how online classes work at GCC if this format is new to you.

- <https://hd.genesee.edu/>- GCC HelpDesk for password help.
- <https://online.suny.edu/help/> - Brightspace help.
- <https://www.genesee.edu/home/about/>- Contact a GCC department or office.
- [Student One Stop](#) – find program and course information, financial aid information, etc.
- genesee.edu/calendar/ - **Administrative Dates & Deadlines.**

May 29, 2023 = Last day to withdraw from this class for 100% tuition refund

May 31, 2023 = First day of this class

June 12, 2023 = Last day to Drop this class

July 21, 2023 = Last day to Withdraw from this class with a “W” grade.

August 11, 2023 = Last day of this class

August 13, 2023 = Last day to submit any work for grading

August 16, 2023 = Final grades due to Registrar’s Office before noon.

Course Activities:

Course Learning Objective Assignments

We have Assignments and Discussion to meet our CLOs and for critical thinking. These vary; some emphasize comparing sources and studying primary sources, some use maps or videos. All the sources you need for these are provided for you in Brightspace. Some of the assignments are set up using the Brightspace “quiz” format with a few multiple-choice questions followed by one written response in which you draw conclusions and synthesize the information you found in the primary sources. These are not stressful, they require critical thinking about primary sources and may take time to figure out. You can take all the time you need. You can also resubmit them if any of your multiple-choice responses were incorrect. Others are through the WW Norton site, similar to InQuizitive.

Discussions

There are discussions throughout the course in addition to the Introduction Discussion. These topics pertain to the Course Learning Objective (CLO) that aligns with the current chapter. Read the chapter(s) before starting the discussion. The questions stem from the stated CLOs, the textbook, and from the elements of critical thinking. You are expected to post your

initial response and then keep the conversation going as people reply to you.

What should you write in your post? Your initial post each week should address as many parts of the question as possible in 100-200 words. When you cite information from the textbook include the page number. If you choose to cite an outside source please include the appropriate Chicago Style citation.

When should you post? Try to post as soon as possible each week so that you and the people you respond to have time to answer questions, clarify, or expand on the discussion posts.

Some discussions will be opportunities for us to post our thoughts or opinions. We will respect each other's opinions and be polite and constructive in our criticisms and disagreements. Abuse, disrespect, and/or bullying behavior will result in a warning and a zero grade for that entire discussion, plus notice sent to the Dean of Students. A second offense will result in dismissal from the course.

Chapter Quizzes

For each module, read the assigned chapter, review the PowerPoint, and then take the chapter quiz. The quizzes are in **InQuizitive**, on the **Norton website** that supports your textbook. The code to access the materials on <http://WWNorton.com> is in the front of your textbook, or on the documentation sent to you if you purchase the ebook only. The quizzes are untimed and can be retaken. The highest grade is recorded for each quiz. Quizzes are worth 10 points each. **Plan 2 hours for each quiz**; they take less time if you carefully read the chapter first. Note: **each quiz has a unique URL; use the URL in each module** – this is how the grade transfers from Norton into our class gradebook.

Reflections

These discussions provide an opportunity to talk about strategies for reading and understanding course materials. Topics include study skills, learning practices, how the course material fits in with our program, and what material may be confusing. They also give you a few moments to think about the three modules you recently completed so that you can make connections and reinforce your learning. There are 5 Reflections throughout the course.

What is “Chicago Style” Formatting?

Historians write papers using Chicago Style instead of APA or MLA. This formatting uses **footnotes** instead of in-text citations so that the citations do not interrupt the flow of reading. Also, in footnotes you can write more information, such as how a source relates to a specific topic, or how you found a specific source. In Chicago Style, papers must be typed in Times New Roman 12-point font, double-spaced with 1” margins; footnotes must be in 11-point Times New Roman.

Should you use Chicago Style in this course? **Yes**, if you plan to take more history courses or major in history. **No**, if this is the only history course you need for your program. Whether you choose to use full-blown Chicago Style or not **please use footnotes** when needed instead of in-text citations, and whenever you use an additional source from the library or a website **please list the sources in a bibliography**. The GCC library webpage has some very useful style guides if you have never used Chicago style before. Use the third guideline on this page for Chicago Style (“Chicago Stylesheet”): <http://guides.genesee.edu/citations>

Assignments in this course that might require footnotes/bibliographies are: the written responses in the CLO assignments, footnotes to clarify the sources used in responses, and to cite information you use in discussion posts. You should cite a source in a footnote and bibliography whenever you use one – that is, anytime you look something up online or in a book to find an answer you should cite it.

Late Policy

There is no penalty for late work, however, it is best to stay on schedule to complete the course successfully on time. I will regularly remind you of due dates to help you stay on track.

~~ Schedule on next page ~~

Course Schedule HIS204-66 Summer; 11 Weeks:

Week 1 – May 30 to June 3, 2023:

Module 1 – First Steps

- Syllabus Quiz
- Introduction Discussion
- InQuizitive Intro Quiz
- Analyzing Primary Sources activity

Module 2 – Chapter 15

- Reading: Chapter 15 and related videos
- Chapter 15 InQuizitive
- Chapter 15 Discussion for CLO 5

Week 2: June 4 – June 10:

Module 3 – Chapter 16

- Reading: Chapter 16 and related videos
- Chapter 16 InQuizitive
- Chapter 16 Discussion for CLO 6

Module 4 – Chapter 17

- Reading: Chapter 17 and related videos
- Chapter 17 InQuizitive
- Chapter 17 Discussion for CLO 5
- Reflection 1

Week 3: June 11 – June 17:

Module 5 – Chapter 18

- Reading: Chapter 18 and related videos
- Chapter 18 InQuizitive
- Chapter 18 Blog for CLO 2
- Maps Tutorial

Week 4: June 18 – June 24:

Module 6 – Chapter 19

- Reading: Chapter 19 and related videos
- Chapter 19 InQuizitive
- Map Activity for CLO 4

Module 7 – Chapter 20

- Reading: Chapter 20 and related videos
- Chapter 20 InQuizitive
- Chapter 20 Discussion for CLO 1
- Reflection 2

Week 5: June 25 – July 1:

Module 8 – Chapter 21

- Reading: Chapter 21 and related videos
- Chapter 21 InQuizitive
- Primary Source assignment for CLO 8

Week 6: July 2 – July 8:

Module 9 – Chapter 22

- Reading: Chapter 22 and related videos
- Chapter 22 InQuizitive
- Chapter 22 Discussion for CLO 3
- Reflection 3

Week 7: July 9 – July 15:

Module 10 – Chapter 23

- Reading: Chapter 23 and related videos
- Chapter 23 InQuizitive
- Chapter 23 Discussion for CLO 3

Module 11 – Chapter 24

- Reading: Chapter 24 and related videos
- Chapter 24 InQuizitive
- Chapter 24 Assignment for CLO 8

Week 8: July 16 – July 22:

Module 12 – Chapter 25

- Reading: Chapter 25 and related videos
- Chapter 25 InQuizitive
- Chapter 25 Discussion for CLO 3
- Reflection 4

Week 9: July 23 – July 29:

Module 13 – Chapter 26

- Reading: Chapter 26 and related videos
- Chapter 26 InQuizitive
- Chapter 26 Discussion for CLO 1

Module 14 – Chapter 27

- Reading: Chapter 27 and related videos
- Chapter 27 InQuizitive
- Chapter 27 Discussion for CLO 2

Continued on next page

Week 10: July 30 – August 5:

Module 15 – Chapter 28

- Reading: Chapter 28 and related videos
- Chapter 28 InQuizitive
- Chapter 28 Discussion for CLO 5

Week 11: August 6 – August 11:

Module 16 – Wrap Up

- Watch History Video
- Written Assignment for CLO 7
- Reflection 5.

Note:

The last day to submit any work is 11:59 pm **Sunday, August 13, 2023**; no exceptions.

Notes:

- ✓ You are welcome to resubmit any assignments up until 11:59 pm on Sunday, August 13, 2023.
- ✓ In the unlikely event that this syllabus requires modifications during the term any changes will be communicated to everyone via email and Brightspace.
- ✓ Issues, comments, or complaints can be addressed to the following as appropriate:
 - Online Learning Office – GCCOnline@genesee.edu
 - Instructor – Judith Littlejohn, jmlittlejohn@genesee.edu
 - Director of Humanities and Communication – Barry Chow, bcchow@genesee.edu
 - Dean of Distributed Learning – Ed Levinstein, ejlevinstein@genesee.edu
 - Dean of Students – Patty Chaya, pechaya@genesee.edu
 - Student Success Center – your Success Coach - <https://www.genesee.edu/home/offices/student-success-center/>

Let's have a great semester together!

April 9, 2023, JML.