



Course Syllabus

- **COURSE NUMBER:** HIST 132

- **COURSE TITLE/MODALITY:** American History II Online

- **CREDIT HOURS:** 3

- **SEMESTER:** Spring 2025

- **CLASS TIMES:** Asynchronous

- **ROOM:** Online

- **FACULTY NAME:** Nicole Loring

- **E-MAIL ADDRESS:** nloring@ccsnh.edu

- **OFFICE LOCATION:** N/A

- **OFFICE HOURS:** By appointment

- **PRE-REQUISITES:** None

- **COURSE DESCRIPTION:**

This course covers American history from approximately 1865 to the present, and examines the development of American politics, society, and culture over this period. The course pays special attention to the Reconstruction period, American foreign policy, the World Wars, the Great Depression, the New Deal, the Cold War, and civil rights movements.

- **TEXT/INSTRUCTIONAL MATERIALS AND EQUIPMENT REQUIRED:**

Textbook: Our primary text will be an Online Educational Resource (OER) available for free online. The textbook information is as follows:

Openstax *U.S. History*. <https://openstax.org/details/books/us-history>

Primary Source Readings: The Constitution of the United States

The Articles of Confederation
The Declaration of Independence
Thomas Paine, *Common Sense*

All of these sources can be found online

Other Materials:

Handouts, videos, DVDs, online resources, primary sources and other material as determined by the instructor. Some of the material will be posted in the Canvas modules, Students are responsible for all material covered in class and in assigned readings.

• **GRADING:**

Weekly Discussion Boards	100 points
Weekly Quizzes	100 points
Poster #1	100 points
Poster #2	<u>100 points</u>
TOTAL:	400 points

Grading Scale:

Percentage of Total Points Earned	Final Grade
92.5-100%	A
89.5-92.4%	A-
86.5-89.4%	B+
82.5-86.4%	B
79.5-82.4%	B-
76.5-79.4%	C+
72.5-76.4%	C
69.5-72.4%	C-
66.5-69.4%	D+
62.5-66.4%	D
59.5-62.4%	D-
0-59.4%	F

• **COURSE OUTCOMES/COMPETENCIES:**

Upon completion of the course the student will have learned to:

1. Understand the political, economic, and social factors that allowed the United States to emerge as a world power.
2. Describe major political, economic, social, and cultural trends in the development of American politics and society from approximately 1865 through the present.
3. Discuss the diversity of the "American experience" during this period.
4. Identify important historical events, movements, people, and places in American history from 1865 through the present.
5. Analyze and compare different interpretations of "what happened and why" in American history.

6. Apply historical examples and lessons to contemporary situations.
7. Critically evaluate historical data and share findings in class discussions and poster presentations.

- **Diversity, Equity, and Inclusion Statement**

The content of this course is designed to challenge your viewpoints and perspective as part of your learning experience. It is my intent that students from all backgrounds and perspectives are well-served by this course. Students' learning needs will be addressed both in and out of class, and the diversity of students will benefit the class and will be considered a resource and strength. Materials and activities presented in class will respect diversity including gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture.

- Discuss privately with me if you feel your success in the class is being impacted by experiences outside of class. I am always open to listening to students' experiences and want to find acceptable ways to process and address the issue.
- If you feel that something offensive occurred regarding DEI topics in class (by anyone) that made you feel uncomfortable, please let me know.
- Please make me aware if you have a name and/or set of pronouns that are different from those appearing on your official records.
- I encourage you to seek out other resources, such as an academic advisor or another trusted faculty member, if you feel more comfortable addressing issues with these individuals. Anonymous feedback can be submitted [here](#).

It is my hope that this course meets your every expectation as a challenging, engaging, and respectful learning experience. If you find this not to be the case, I would welcome the opportunity to address your concerns. This is not only a courtesy; it is a matter of process and procedure. Should we fail to arrive at a mutually satisfactory understanding, you should take the matter to my immediate supervisor, Professor Freeborn at sfreeborn@ccsnh.edu.

- **ACADEMIC FREEDOM AND COURTESY**

History and other social sciences are not “neutral” disciplines. Indeed, every person has their own biases and viewpoints, and one person’s take on historical events may be different than your own. My goal in this class is to present you with information about history as thoroughly as I can. This means that we are going to cover uncomfortable or upsetting topics, including slavery, genocide, sexual assault and rape, mistreatment of minority groups, etc. While it is important to engage with the facts of history without trying to whitewash or dismiss atrocities that took place, it may be the case that members of the class view certain events differently from each other. It is perfectly fine to disagree with each other or with me in class, as long as disagreements are handled in a respectful and professional manner. Students will never be graded based on their opinions or ideology – grades in this class are based solely on how well students understand the material and their performance on exams and written assignments. I ask all students to help me in creating a welcoming environment for everyone.

- **ACADEMIC HONESTY**

Class members are expected to adhere to the highest standards of academic honesty and to refrain from academic dishonesty such as cheating and plagiarism. Plagiarism means presenting someone else’s

words or ideas as your own. Other forms of academic dishonesty include writing a paper for another student, turning in a paper written by another student, obtaining a paper from the internet, and “recycling” a paper that you have previously submitted for this or another class. Proven cases of academic dishonesty may result in an “F” for the course as well as other action per LRCC policy and the instructor’s discretion. If you have any questions about an assignment, please contact me *before* the paper is due – I am happy to answer questions to help you avoid plagiarism. The library and tutoring center are also good resources for you to contact if you need help with proper citations.

- **TURNITIN**

Please be advised that the instructor is using an app named Turnitin on all assignments. Any assignment submitted in this course must be your own original work. It is not acceptable to submit anything you have previously submitted for another course or for another assignment in this course. If you are retaking this course, you are expected to write original papers and answers to exams and not to reuse work from previous semesters. Recycling assignments that were used for a previous assignment in any course is an academic integrity violation and will be treated accordingly. If you are unsure of anything regarding citing, paraphrasing, plagiarism, etc. it is always best to ask the professor for clarification before submitting your work.

- **CANVAS AND EMAIL**

Each student is expected to access and regularly check the Canvas site for this course. I expect you to check your email and Canvas on a regular basis for class updates, changes or additions to readings, etc. Readings should be completed prior to the class meeting for which they are listed in the syllabus. **You are responsible for knowing deadlines and exam dates.**

- **CANVAS MODULES**

The semester will be divided into weekly modules. Course material will be posted in these modules including links, videos, lectures, and other materials. In addition, the assignments will be posted in the weekly Canvas Modules in the week they are due.

- **ASSIGNMENT SUBMISSIONS ON CANVAS AND DUE DATES**

Unless otherwise indicated, written assignments must be submitted on Canvas by 11:59 pm EST on the day that they are due. Late papers will be penalized by 5% each calendar day, which means your grade will drop by one letter grade every two late days. **Papers more than one week late will earn a zero** unless prior arrangements have been made.

Out of fairness to all students, makeup exams will only be given in the case of extreme documented emergency circumstances at the discretion of the instructor. If you have an issue while taking the exam (such as technical problems or a personal emergency), you should contact me immediately. Forgetting to take the exam on the assigned day does not meet the standard of an emergency necessitating a makeup.

- **EXTRA CREDIT**

The instructor *may* provide opportunities for extra credit. *This is at the sole discretion of the instructor.* Extra credit is not “substitute” credit. In other words, extra credit opportunities will only be offered to the class as a whole and not to individual students who have done poorly on other assignments.

- **ASSIGNMENT DETAILS**

Discussion (100 Points)

Participation on our weekly discussion boards is required and is worth 100 points towards your total course grade. You must post a well-thought-out response to one of the weekly discussion questions that I pose as well as responding meaningfully to at least one other student’s post from that week. Simply writing “I liked the readings,” “I learned a lot,” or “That’s a good point!” will not count as meaningful discussion. You must engage critically with the material we read each week and demonstrate that you are thinking deeply about it by asking questions, questioning viewpoints, and applying the readings to your real-world experiences. The purpose of discussion board posts is to aid in your retention of the material, to cultivate a discussion with your classmates, and to aid in the learning of others as well. **Your discussion post is due by Thursday and your response to a classmate is due the Sunday of the week for which they are intended.** The instructor retains absolute discretion in determining what does and does not count towards discussion.

Weekly Quizzes (100 points)

Students are also expected to participate in weekly quizzes via Canvas. The quizzes are based on the readings/assigned videos and podcasts for that week and are due on Thursday of their respective week. Quizzes are worth 100 points towards your total course grade.

Poster #1 (100 points)

Pick a country and make a poster about America's foreign policy with that country during the time period directly preceding World War I (about 1890-1914). Is the relationship between the countries mostly friendly or mostly contentious? What issues occurred in this relationship during the time period? Be sure to reference economic, political, social, and cultural aspects of America’s foreign policy towards your chosen country.

Your poster should be contained on a single page (your works cited can be on a separate page, but nothing else) and must include at least 3 images (with citations) relevant to the colony you chose. Your poster must include at least 3 sources with in-text citations. I encourage you to be creative, but you must cite any sources you use, including our textbook and class lectures. Use of AI technology for this assignment is not permitted. Poster #1 is due **March 16** and is worth 100 points towards your total course grade.

Poster #2 (100 points)

Pick a presidential candidate from an election we have discussed (could be a winner or loser) and design a campaign poster about that candidate. For instance, you could design a campaign poster for William Jennings Bryan, FDR, Teddy Roosevelt, Ronald Reagan, or Al Gore.

Be sure to discuss the policies the candidate supports, policies the candidate opposes, how they differ from their opponent(s), and at least one direct quote from the candidate.

Your poster should be contained on a single page (your works cited can be on a separate page, but nothing else) and must include at least 3 images (with citations) relevant to the region you chose. Your poster must include at least 3 sources with in-text citations. I encourage you to be creative, but you must cite any sources you use, including our textbook and class lectures. Use of AI technology for this assignment is not permitted. Poster #2 is due **April 27** and is worth 100 points towards your total course grade.

COURSE SCHEDULE/ADDITIONAL INFORMATION:

Week 1

The Era of Reconstruction, 1865-1877

Read textbook chapter 16

Introductions discussion, discussion post and weekly quiz due Thursday

Discussion response due Sunday

Week 2

Westward Expansion, Industrialization, and Urbanization, 1840-1900

Read textbook chapters 17, 18, and 19

Discussion post and weekly quiz due Thursday

Discussion response due Sunday

Week 3

The Gilded Age and the Progressive Movement, 1870-1920

Read textbook chapters 20 and 21

Discussion post and weekly quiz due Thursday

Discussion response due Sunday

Week 4

American Foreign Policy and the Great War, 1890-1919

Read textbook chapters 22 and 23

Discussion post and weekly quiz due Thursday

Discussion response due Sunday

Discussion response and Poster #1 due Sunday

Week 5

Spring break, no classes

Week 6

The Great Depression, 1919-1932

Read textbook chapters 24 and 25

Discussion post and weekly quiz due Thursday

Discussion response due Sunday

Week 7

The New Deal, 1932-1941

Read textbook chapter 26

Discussion post and weekly quiz due Thursday

Discussion response due Sunday

Week 8

World War II, 1941-1945

Read textbook chapter 27

Discussion post and weekly quiz due Thursday

Discussion response due Sunday

Week 9

The Cold War and Civil Rights, 1945-1960s

Read textbook chapters 28 & 29

Discussion post and weekly quiz due Thursday

Discussion response due Sunday

Week 10

From Cold War to Culture Wars, 1968-1980

Read textbook chapters 30 & 31

Discussion post and weekly quiz due Thursday

Discussion response and Poster #2 due Sunday

Week 11

The Challenges of the Twenty-First Century

Read textbook chapter 32

Discussion post and weekly quiz due Thursday

Discussion response due Sunday

Week 12

Wrapping Up

Discussion post and weekly quiz due Thursday

Discussion response due *SATURDAY* (last day of the term)

(Note: The above course objectives, teaching strategies, course requirements, assessments, course calendar and topic outline are subject to change in the event of extenuating circumstances)