



## Course Syllabus

- **Course Number:** HIST 132L

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- **Course Title/Modality:** American History II Online

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- **Credit Hours:** 3

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- **Semester:** Spring 2026

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- **Faculty Name:** Nicole Loring, Ph.D.

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- **Phone/Email Address:** nloring@ccsnh.edu

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- **Office Location:** N/A

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- **Office Hours:** By appointment

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- **Prerequisites:** None

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- **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.

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- **Text/Instructional Materials and Equipment Required:** 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>

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- **Grading:**  
  
Weekly Discussion Boards 100 points  
Weekly Quizzes 100 points  
Poster #1 100 points  
Poster #2 100 points  
**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

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- **Course Learning 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.

- **Late Work Policy:** Unless otherwise indicated, written assignments must be submitted on Canvas by 11:59 pm EST on the day that they are due. Late papers/posters/discussion posts/quizzes will be penalized by 5% each calendar day, which means your grade will drop by one letter grade every two late days. All assignments close on Sunday night of the week they are due, and no late posts/quizzes will be accepted after that time 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.

- **Academic Integrity, Cheating, and Plagiarism**

Honesty is expected of all LRCC students. In academic matters this includes the submission of work that clearly indicates its sources. Dishonest acts include cheating and plagiarism, as well as other forms of academic misconduct.

**Cheating** is defined as copying or otherwise using material from others, or using sources not approved by faculty.

**Plagiarism** is defined as using the work (ideas, words, artwork, etc.) of another person as one's own. The failure to cite sources or the extensive use of others' work in written material are the most common types of plagiarism.

Cheating, plagiarism, and other forms of academic misconduct are considered serious disciplinary matters and are subject to the same penalties and procedures as other LRCC disciplinary matters. Students should be aware that penalties levied in substantiated cases of cheating or plagiarism may include, but are not limited to, the issuance of a grade of F, which may in turn lead to delay of graduation. Repeated offenses may lead to dismissal from a program or from the college.

Refer to the Academic Honesty Policy in the Student Handbook.

- **Non-Discrimination Policy**

Lakes Region Community College does not discriminate in the administration of its admissions and educational programs, activities, or employment practices on the basis of race, color, religion, national origin, age, sex, disability, gender identity and expression, genetic information, veteran status, sexual orientation, or marital status. This statement is a reflection of the mission of the Community College System of New Hampshire and LRCC and refers to, but is not limited to, the provisions of the following laws:

- Titles VI and VII of the Civil Rights Act of 1964
- The Age Discrimination Act of 1967
- Title IX of the Education Amendment of 1972
- Section 504 of the Rehabilitation Act of 1973
- The Americans with Disabilities Act of 1990 (ADA)
- Section 402 of the Vietnam Era Veteran's Readjustment Assistance Act of 1974
- NH Law Against Discrimination (RSA 354-A)
- NH Law RSA 188-F:3-a
- Genetic Information Nondiscrimination Act of 2008

LRCC degree, certificate, and career training programs are designed to meet the educational and workforce needs of the Lakes Region. Career and Technical Education (CTE) opportunities will be offered regardless of race, color, religion, national or ethnic origin, age, sex, sexual orientation, marital status, disability, gender identity or expression, genetic information, or veteran status. LRCC reduces barriers to future career and educational opportunities for area residents by helping them upskill with general academic and technical education, as well as customized business and industry training. View the CTE program details at [LRCC.edu](http://LRCC.edu).

Inquiries regarding discrimination may be directed to Laura LeMien, Associate Vice President of Academic & Student Affairs and Title IX Coordinator, at [LLeMien@ccsnh.edu](mailto:LLeMien@ccsnh.edu)

**Department Chair Information:**

- 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, Stephen Freeborn: [sfreeborn@ccsnh.edu](mailto:sfreeborn@ccsnh.edu).

## • ASSIGNMENT DETAILS

### • Discussion (100 Points)

Participation in 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 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 15 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 26 and is worth 100 points towards your total course grade.

## Course Schedule/Additional Information

Always refer to Canvas for the most up-to-date list of assignments.

Week	Date	Topics	Assignments	Targeted Outcomes
1	Feb 17-22	The Era of Reconstruction, 1865-1877	Read textbook chapter 16	Meets outcomes 2, 3, 4, 5, 7

			Introductions discussion, discussion post and weekly quiz due Thursday Discussion response due Sunday	
2	Feb 23-Mar 1	Westward Expansion, Industrialization, and Urbanization, 1840-1900	Read textbook chapters 17, 18, & 19 Discussion post and weekly quiz due Thursday Discussion response due Sunday	Meets outcomes 2, 3, 4, 5, 7
3	Mar 2 – 8	The Gilded Age and the Progressive Movement, 1870- 1920	Read textbook chapters 20 & 21 Discussion post and weekly quiz due Thursday Discussion response and	Meets outcomes 2, 3, 4, 5, 7
4	Mar 9 – 15	American Foreign Policy and the Great War, 1890-1919	Read textbook chapter 22 & 23 Discussion post and weekly quiz due Thursday Discussion response due Sunday <b>Poster #1 due Sunday</b>	Meets outcomes 1, 2, 3, 4, 5, 7
5	Mar 16 – 22	Spring break, no class	N/A	N/A
6	Mar 23 – 29	The Great Depression, 1919- 1932	Read textbook chapters 24 & 25 Discussion post and weekly quiz due Thursday Discussion response due Sunday	Meets outcomes 2, 3, 4, 5, 6, 7
7	Mar 30 – Apr 5	The New Deal, 1932-1941	Read textbook chapter 26 Discussion post and weekly quiz due Thursday Discussion response due Sunday	Meets outcomes 2, 3, 4, 5, 7
8	Apr 6 – 12	World War II, 1941-1945	Read textbook chapter 27 Discussion post and weekly quiz due Thursday Discussion response due Sunday	Meets outcomes 1, 2, 3, 4, 5, 6, 7
9	Apr 13 – 19	The Cold War and Civil Rights, 1945-1960s	Read textbook chapters 28 & 29 Discussion post and weekly quiz due Thursday Discussion response due Sunday	Meets outcomes 1, 2, 3, 4, 5, 6, 7
10	Apr 20 – 26	From Cold War to Culture Wars, 1968-1980	Read textbook chapters 30 & 31 Discussion post and weekly quiz due Thursday Discussion response due Sunday <b>Poster #2 due Sunday</b>	Meets outcomes 1, 2, 3, 4, 5, 6, 7
11	Apr 27 – May 3	The Challenges of the Twenty- First Century	Read textbook chapter 32	Meets outcomes 1, 2, 3, 4, 5, 6, 7

			Discussion post and weekly quiz due Thursday Discussion response due Sunday	
12	May 4 – May 9	Wrapping Up	Discussion post and weekly quiz due Thursday Discussion response due *FRIDAY*	Meets outcomes 6 & 7

*(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)*