Syllabus – Summer 2014
Summer Session 1 (June 2, 2014 – July 3, 2014)

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Course and Instructor Information

Course Title: HIST 1502 United States History since 1877
Credits: Three
Format: Online via HuskyCT
Prerequisites: None
Professor: Micki McElya

Email: micki.mcelya@uconn.edu (preferred method of contact)

Office Hours/Availability: By appointment and
Modules 1-4, Thursdays (6/5, 6/12, 6/19, and 6/26) in real-time via e-mail from 2:00-4:00 pm.
Module 5, Wednesday (7/2) in real-time via e-mail from 2:00-4:00 pm.
Otherwise, I will check e-mail regularly and respond as quickly as possible. E-mails received after 6:00 pm may not get a reply until the next day.

Course Materials

Required course materials should be obtained before the first day of class.

Bundled online resources (textbook, document reader, and LearningCurve access) are available through the UConn Co-op. Should you wish a different format, including a paper textbook, please contact the professor for ordering instructions.

Required Materials:


3. LearningCurve chapter quiz access [bundled with textbook at above ISBN, free]

4. Invasion of the Body Snatchers (film, 1956) – students must acquire individually; you can borrow at local library or rent online at a site such as ITunes ($3.99) or Amazon ($2.99)

Learning Curve Access:

The unique course URL for this class is: http://www.bedfordstmartins.com/learningcurve/roarkconcise5e/478462

Use the following simple steps to get started, and please note that while deadlines are all listed as the last day of class you should be following the schedule of due dates on the syllabus. The last day deadline is to keep them open for the entire summer term so you have options for reduced credit for late submissions.

1. Go to http://www.bedfordstmartins.com/learningcurve/roarkconcise5e/478462
2. Bookmark the page to make it easy to return to.
3. If you have an access code, click the button "Register an activation code" in the upper right corner and follow the instructions.
4. If you don’t have an access code, click the “Purchase Access” button.
5. If you have any questions or problems logging in, please contact Technical Support. Technical support will need a technical support incident ID if you continue to have trouble, so be sure to save that ID when you report your issue. You can reach a representative:
   • by phone at (877) 587-6534
   • through our online form

**Tech Support Hours** (all times EST)
Monday - Thursday 9:00 AM - 3:00 AM
Friday 9:00 AM - 11:00 PM
Saturday 11:30 AM - 8:00 PM
Sunday 11:30 AM - 11:30 PM

Additional course readings and media are available within HuskyCT, through either an Internet link or Library Resources.

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**Course Description**

This course surveys political, economic, social, and cultural developments in American history from 1877 to the present. Engaging a range of approaches and materials, we will pay particular attention to gender, race, sexuality, class, region, nation, and shifting global contexts. We will explore how we learn and narrate stories of America’s past, individually and collectively, and address the profound consequences this holds not only for general historical understanding and practice, but also for analyzing the nation’s present, future, and the wider workings of power.

**Course Objectives**

By the end of the semester, students should be able to:

1. Apply a set of acquired themes, narratives, and questions in assessing the broad sweep of U.S. history since the Civil War.
2. Recognize the diversity of American histories from the Civil War to the present.
3. Analyze race, gender, class, sexuality, region, and nation as interdependent categories of identity, experience, and history.
4. Situate contemporary events, politics, and American experiences in their historical contexts.
5. Be more conversant with a range of methodologies employed by historians.
6. Demonstrate critical reading, online expression, and writing skills.

My goal as your history professor is to provide you with the tools for thinking critically about America’s past and how we come to understand and tell its stories. This class will challenge you to recognize the ways in which our present is always shaped by history while history is always understood in contemporary terms. In the famous words of American author William Faulkner, “The past is never dead. It’s not even past.”

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**Course Outline**

<table>
<thead>
<tr>
<th>Module 1: A More Perfect Union? 1863-1900</th>
<th>Week One</th>
<th>June 2-8</th>
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<tbody>
<tr>
<td>Module 3: New Deals and a “Just” War, 1920-1945</td>
<td>Week Three</td>
<td>June 16-22</td>
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<tr>
<td>Module 5: Liberation and its Discontents, 1961-Present</td>
<td>Week Five</td>
<td>June 30-July 3</td>
</tr>
<tr>
<td>Module</td>
<td>Topics and Due Dates</td>
<td>Start Date</td>
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</tbody>
</table>
| Module 1 | A More Perfect Union? 1863-1900  
- Read Textbook Chapters - Due 6/4/14 - 11:59PM  
- Complete Chapter Quizzes - Due 6/4/14 - 11:59PM  
- Document Analysis - 1st post due 6/5/14 - 11:59PM  
- Document Discussion - Replies due 6/8/14 - 3:00PM  
- Current Event (floating assignment) | June 2, 12:01AM | June 8, 11:59PM |
| Module 2 | The U.S. in the World & the World in the U.S., 1870-1920  
- Read Textbook Chapters - Due 6/11/14 - 11:59PM  
- Complete Chapter Quizzes - Due 6/11/14 - 11:59PM  
- Document Analysis - 1st post due 6/12/14 - 11:59PM  
- Document Discussion - Replies due 6/15/14 - 3:00PM  
- Current Event (floating assignment) | June 9, 12:01AM | June 15, 11:59PM |
| Module 3 | New Deals and a "Just" War, 1920-1945  
- Read Textbook Chapters - Due 6/18/14 - 11:59PM  
- Complete Chapter Quizzes - Due 6/18/14 - 11:59PM  
- Document Analysis - 1st post due 6/19/14 - 11:59PM  
- Document Discussion - Replies due 6/22/14 - 3:00PM  
- Current Event (floating assignment) | June 16, 12:01AM | June 22, 11:59PM |
| Module 4 | Containments, Freedom, and Liberation, 1945-1974  
- Read Textbook Chapters - Due 6/25/14 - 11:59PM  
- Complete Chapter Quizzes - Due 6/25/14 - 11:59PM  
- Document Analysis - 1st post due 6/26/14 - 11:59PM  
- Document Discussion - Replies due 6/29/14 - 3:00PM  
- Final Paper (instructions released) on 6/26/14 at 12:00PM  
- Current Event (floating assignment) | June 23, 12:01AM | June 29, 11:59PM |
| Module 5 | Liberation and its Discontents, 1961-Present  
- Read Textbook Chapters - Due 7/2/14 - 11:59PM  
- Complete Chapter Quizzes - Due 7/2/14 - 11:59PM  
- Current Event – Last day to submit 7/2/14 - 11:59PM  
- Final Paper – Due 7/3/14 - 11:59PM | June 30, 12:01AM | July 3, 11:59PM |

**Course Requirements and Grading**

**Summary of Course Grading:**

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>LearningCurve Chapter Quizzes</td>
<td>25%</td>
</tr>
<tr>
<td>Document Analysis</td>
<td>25%</td>
</tr>
<tr>
<td>Document Analysis Discussion</td>
<td>20%</td>
</tr>
<tr>
<td>Current Event Assignment</td>
<td>10%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>20%</td>
</tr>
</tbody>
</table>

**LearningCurve Chapter Quizzes:**
After reading each textbook chapter, you must take the LearningCurve Quiz, which is graded for completion. If you finish all assigned chapters and quizzes for the module by Wednesday at 11:59 pm, you will receive full credit of 100 points for each quiz. Any quiz completed after the deadline but before the end of the module will earn 70 points. Quizzes completed after the module’s end will earn 40 points. Any quiz not completed is 0 points.

Complete expectations for LearningCurve quizzes are provided in the course.
Document Analysis:
While considering each of the documents—visual, aural, and textual—for the module, you must complete all questions on the worksheet provided and post the completed document as a pdf file in your discussion group by Thursday at 11:59PM. This will be graded on a 100-point/letter grade scale as outlined on the rubric. There is no analysis assignment for Module 5.

Complete expectations for Document Analysis are provided in the course.

Document Analysis Discussion:
At the beginning of the course, you will be randomly assigned to a small, private discussion group. From Friday to Sunday at 3:00 pm, you will participate in an online discussion forum based on your completed analysis worksheets. In this time you must read the worksheets of the other group members and post a comment and/or informed and detailed question for each group member. You must then reply to each of your fellow group members’ replies to your worksheet. Students are encouraged to keep the conversation going until 3:00 on Sunday, but a post for each group member and a reply to each of the initial posts on your own worksheet constitutes completion of the assignment. This is graded for quality, participation, and completion as outlined in the rubric.

Complete expectations for the Document Analysis Discussions are provided in the course.

Current Event Assignment:
This can be posted at any time during the course until Wednesday, July 2 at 11:59 pm. This will be graded on a 100-point/letter grade scale as outlined on the rubric.

Complete expectations for the Current Event Assignment are provided in the course.

Final Paper
Three possible cumulative questions will be posted in the HuskyCT Assignments area on Thursday, June 26 at noon. You must answer one question of your choice in 4-5 pages of double-spaced, 12-point-font text, 1-inch margins and upload your response to the Assignments area as a pdf by 11:59 pm on Thursday, July 3. This will be graded on a 100-point/letter grade scale as outlined on the rubric.

Complete expectations for the Final Paper Assignment are provided in the course.

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Letter Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>63-66</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>60-62</td>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>&lt;60</td>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>
Due Dates and Late Policy

All course due dates are identified in the syllabus. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.

As a general rule, late work will not be accepted unless in cases of emergency, health crisis, or other extenuating circumstances. Extensions in these cases will be decided on a case-by-case basis and in advance of the deadline whenever possible.

Feedback and Grades

I will make every effort to provide feedback and grades for the Document Analysis and Discussion assignments by the end of each of the first four modules. Grades for the Current Event and Final Paper assignments will be posted with final course grades. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

Student Code

You are responsible for acting in accordance with the University of Connecticut's Student Code. Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

- Academic Integrity in Undergraduate Education and Research

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- Plagiarism: How to Recognize it and How to Avoid It
- Instructional Module about Plagiarism
- University of Connecticut Libraries' Student Instruction (includes research, citing and writing resources)

Copyright

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

Netiquette and Communication

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, The Core Rules of Netiquette.

Adding or Dropping a Course

If you should decide to add or drop a course, there are official procedures to follow:

- Matriculated students should add or drop a course through the Student Administration System.
- Non-degree students should refer to Non-Degree Add/Drop Information located on the registrar’s website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:
Academic Calendar

The University's Academic Calendar contains important semester dates.

Academic Support Resources

Technology and Academic Help provides a guide to technical and academic assistance.

Students with Disabilities

Students needing special accommodations should work with the University's Center for Students with Disabilities (CSD). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)


Software Requirements and Technical Help

- Word processing software
- Adobe Acrobat Reader
- Internet access
- Microsoft Silverlight (a free browser plug-in to watch and listen to the instructor provided video lectures through the UConn MediaSite server).
- This course may use Mediasite to stream video content. To ensure that your computer is set up for a smooth Mediasite experience, review the minimum requirements to run the Mediasite Player and test your connection: http://www.sonicfoundry.com/site-requirements. Refer to Mediasite viewing tips for more help and troubleshooting.

HuskyCT Support: This course is facilitated online using the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, call the Digital Center (DLC) at (860) 486-1187, or visit its online help (including remote help) at http://dlc.uconn.edu. HuskyCT is a product of Blackboard, Inc. As an eCampus online student, you have 24x7 access to live chat, phone and support documents through www.ecampus24x7.uconn.edu. You also have access to the in person/live person support options available during regular business hours in the Digital Learning Center (www.dlc.uconn.edu).

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the Computer Technology Competencies page for more information.
Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the Office of Institutional Research and Effectiveness (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.