

HIST 204 United States History II; standard course syllabus

spring semester 2019; all sections

Standard Course Syllabus - the institutional template, FYI

Dr. Joseph Manzione Professor of History

Department of the Humanities, Concord University

Please note: This is the standard syllabus required by the institution; the "Working Syllabus" in this section will give you more course-specific information and will help for specific questions regarding the course. (See "Working Syllabus" below.)

"The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>)."

Course Prefix, Number and Title:

HIST 204 United States History 2

Course CRN # and Section

20416, 20417... 1AS, 2AS

Semester Taught (including year): Professor:

Spring semester 2019 ... Professor Joseph Manzione

Credit Hours: Office Location:

3 CH; online courses

Prerequisites: Office Hours:

none; online courses - I am available always by email or through the website - contact me by email should you need to arrange a personal meeting

Course Time (if applicable): Email:

N/A; manzionej@concord.edu

Building and Room Number (if applicable): Phone:

N/A; 304-384-5354 - please note that email or website communications is strongly recommended if you need to contact me promptly.

Office Fax:

N/A

College/Department Website:

Department of the Humanities; <https://www.concord.edu/humanities/>

Course Description/Rationale:

A survey course covering United States history from Reconstruction to the present day; fills general education requirements for CU degree programs, fills certain education degree requirements, and fills requirements for the history degree.

Course Management System (Blackboard/Moodle or other systems):

Moodle site medium for instruction; various online and websites for documentation and information as assigned

Hardware/Software Needed (include privacy policies, if applicable):

A working computer or computational device with browser compatibility to the CU moodle site and the internet/web; access to the internet/web; all assignments, grading, commentary and communications between instructor and student will be conducted privately through email or other interpersonal forms as agreed on.

Text requirements:

<http://www.americanyawp.com/> ; online textbook

other online readings, photographs, video and artifacts as assigned

Concord University Educational Goal(s):

Specific Learning Outcomes

A functional knowledge and understanding of the basic themes of United States history from Reconstruction to the present; the ability to conduct research, analyze and compose a written summary, analysis and interpretation, and argument on aspects or issues of those basic themes; the ability to transfer skills and knowledge learned in this course to other courses or to professional work and life in the United States.

Course Requirements

Reading, research, analysis, and writing; outlined in the "Working Syllabus" and other introductory documents under the "information" tab on the course Moodle site.

Grading Policy and Scale, Make-up Policy, Late Work

Eight essays with 7-16 day lead times announced beforehand; A through F scales with underlying standard numerical scores (0 for no turn-in, 50-59 for F, 60-69 for D, 70-79 for C, 80-89 for B, 90-100 for A); no make-up or late work accepted without good, fair and documented reasons.

Course Timeline (Schedule of Assignments/Assessments/Presentations)

See "Working Syllabus".

Accessibility/Accommodations:

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties -- including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.) "Regular attendance" in online courses is to be interpreted as consistent use of the course moodle site sections in the time frames assigned, completion of reading

and viewing assignments, completion of essays in the time frame assigned.

Emergency Alert System

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to:
<http://www.concord.edu/administration/office-public-safety>.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure No students or employees are to report. Classes Cancelled Students do NOT report BUT employees are expected to report to work at their normal time. Operating on an Inclement Weather Delay Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <<http://www.concord.edu/emergency-alerts> for Athens/Beckley> Inclement Weather Schedules.)

*Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Sexual Harassment & Assault

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or titleix@concord.edu. Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Syllabus Disclaimer

"This syllabus is subject to change based on the needs of the class. Please check it regularly."

Miscellaneous:

See "Working Syllabus" and other relevant documents under the "information" tab on the course Moodle site.

Working Course syllabus -- or "what you need to know to get started"

by Joseph Manzione

HIST 204 U.S. History II (online 1AS; CU Moodle CMS)

Dr. Joseph Manzione

Department of the Humanities (<http://www.concord.edu/humanities/node/1>)

Spring semester 2018

Hello and welcome to the online version of HIST 204, U.S. History Since 1877. Understand up front that this is an intensive reading and writing experience; if this introductory syllabus strikes you as too long, you'll want to consider your approach to the course. Also, there are no exams or quizzes in this course. The assignments are all analytical, interpretive essays, based on assigned primary and secondary sources, documents, visual or audio materials, and your own research. There will be at least one essay assigned per week; some weeks there will be two.

There are a number of things you'll need to understand about this course, before you begin:

(a) The course covers the last half of American history, from the period after the Civil War and Reconstruction to the present day. It is divided into topical sections that reflect the major themes and events in a series of chronologically-arranged periods. Thus we begin with industrialization in the forty years between 1870 and 1910, and end with post-Cold War America after 1992.

(b) **IMPORTANT:** In this course, we approach American history just as professional historians do -- and NOT as a series of interpretative or story-telling lectures augmented by a textbook. Meaning that you will be doing research on the web and in the library throughout the semester, identifying and examining documents, photographs, film/video, and primary source materials relevant to the topics and to your graded essays. This is what historians do to generate analyses of history; this is what you will be doing here. Many of you will be going on to teach history in public and private schools; it's a good idea to get your hands on doing the real thing before you're turned loose on your own students.

(c) To get you started and create guideposts for successfully completing the assignments, in each topical section I've included a list of concepts and/or events that you must define and understand in order to complete the assignments successfully. There's nothing mysterious about these concepts and events; they represent the basic themes or explanations for what's happening during the period you're studying, and they're easy to find in the readings, on the web, or in the library. You will be using them in your assignments.

(d) I've also included a large selection of primary sources and secondary commentaries in each topical section: documents, publications, film, and photographs from various institutions, including the Library of Congress, the National Archives, the US Department of State, and various university special collections, etc. (A primary source is a document, film, photograph, etc. contemporary to the events it is related to, such as the Emancipation Proclamation, or Jacob Riis's photographs of the poor in 1890s New York City. A secondary source is document, film, work of art, etc., produced after the period it concerns, but relating to that period -- such as any book on history by a historians, or any video you might see on the History Channel.) These sources and commentaries are required reading and will help you define concepts and events and complete assignments. They are the foundations of the course. Some of the documents are long; where appropriate I've instructed you to scan the document, read parts of it, and use it as a resource.

(e) Remember, however, that you are also required to go further and do some of your own research -- in addition to what I've provided. The assignments appended to the topical sections will explain what is required.

(f) Obviously this approach requires a lot of initiative and careful management of your time and resources. Here, I can help, because the assignments will be scheduled to be due on particular dates during the semester, and will not be accepted after those dates.

(g) I do not mind students discussing their research, the materials assigned, or the assignments among themselves or in groups, in fact, I encourage such discussions. You are, of course, expected to complete your own assignments; everyone knows what plagiarism and cheating are -- or should. Feel free to use this forum to discuss course issues if you like.

(h.) Again, there are no exams in this course, nor are there "projects". All assignments consist of analytical and critical essays that make extensive use of the concepts and events you've defined, the source material I've given you, and your own outside research. Your assignments will be graded on the following criteria:

-- the amount of obvious effort in the assignment

-- the cogency of your analysis and arguments

-- the use of evidence, both given in this course and what you've found beyond it

-- the coherence and quality of your presentation.

To get started, my recommendation is that you go to section 1 "Industrial Revolution", look over the printed source materials, watch the films, look at the photos, and then began the process of defining the concepts for yourself. Defining the concepts will give you ideas about what is going on and a general structure within which to talk about events; the assignments are designed to encourage you to write your own interpretations and explanations.

(i) This course has a textbook, which will be very useful for giving you a larger perspective and context into which to place the documents, film, recordings, photos and other sources you're dealing. The textbook is online, and is free. It's called "The American Yawp", and you can find it here:

<http://www.americanyawp.com/>

You are responsible for reading all of "part 2", which is to say chapters 16 through 30 as listed on the right side of the splash page I just gave you the URL for. The chapter titles are self-explanatory; you have the options of reading the chapters in sequence with the course sections, or grinding through the textbook as quickly as you can. In other words -- if you are working on the course section on the Industrial Revolution, be assured that the relevant chapters in the textbook are chapters 16 ("Capital and Labor") and 18 ("Life in Industrial America") Likewise, chapter 20, "Progressivism" is relevant to the section entitled "Progressivism".... If you have questions about what you should be reading, feel free to ask.

Final bits of advice:

In addition to the provided documents and the textbook, you are strongly encouraged to do additional research, as your needs, time and inclination allows you. (At minimum, you will certainly have to look up a number of the concepts provided in each of the course sections.

Feel free to share information with other students or ask questions if you're "stuck", but understand that part of this course is about developing your own research skills; don't rely on others to define the concepts and events for you.

Essay assignments relating to each section in the course will be released on this forum each week. Along with the assignment you'll be given detailed information on times due, what is expected, and advice on how to proceed.

This course was created on the moodle server using Windows 7 running on an Intel I7 desktop computer platform. So long as you have common, up to date add-ons such as Flash, Real, and Windows Media, links and material should work with Windows platforms and Mac platforms with common Windows emulators.

I've tested the course on an Android cell phone platform using a standard emulation browser. Everything works except for certain sound files that are not MP3 encoded. I have not tested the course on an I-Phone.

You may contact me directly through the moodle medium, or you can use my CU address:
manzionesj@concord.edu

JM

Contact information for the instructor follows:

Dr. Joseph Manzione, professor of history

e-mail: manzionesj@concord.edu

telephone: 304 384 5254

office: Admin 233; office visits by arrangement

The best way to get in touch with me for this online course is by e-mail or within the moodle framework, as I will be on campus intermittently during the semester. I will respond within 24 hours; if I don't, I did

not get your e-mail; please try again. Use your concord.edu e-mail account if possible; sometimes the CU system filters out e-mail from accounts such as Gmail or Hotmail.

Hello. This course adheres to university learning objectives in the following ways:

1. Students will improve, enrich, and expand their knowledge of the history of western civilization. (Knowledge #3 -CU Educational Goals)
2. Students will enhance their writing skills. (Skills #1-CU Educational Goals)
3. Students will develop their critical thinking skills. (Skills #2-CU Educational Goals)
4. Students will amplify their appreciation and awareness of the diversity of the human experience. (Knowledge #5-CU Educational Goals)
5. Students will improve their ability to critically read and interpret primary source documents. (Knowledge #3, Skills #4 -CU Educational Goals)
6. Students will increase their cognizance of the art and craft of the historical profession. (Knowledge #3-CU Educational Goals)

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Clarification of Essay Assignments:

From prior experience, a number of issues regarding the course essay assignments should be clarified up front:

(a) There are no exams, quizzes or projects in this course, only analytical essays requiring the use of the assigned materials to examine specific historical issues relating to ancient civilizations.

(b) The concepts and events referenced in each section of the course are defined, discussed and/or exemplified in the documents and sources. Some, however, may require a little more digging, and that's

where additional reading or research online or in the library can help. Please feel free to share information with other students or contact me if you're "stuck", but understand that part of this course is about developing your own research skills; don't rely on others to define the concepts and events for you.

(c) The essays directly cover what's in the assigned documents, sites and other materials; you must use them in your essay and demonstrate that you have read through them. You can't expect to do well by merely "writing out of the textbook" or exclusively using an overview site online; for one thing, that approach falls dangerously close to plagiarism.

(d) These essays do require citations -- end- or footnotes and a bibliography. And yes, you should cite the documents furnished for the course itself. The rationale here is that virtually all of you are here to become professionals, and professionals in many fields often write papers and memos where citations are necessary -- so now is the time to figure out how to do it, and to practice. With that in mind -- I do not require any particular citation system. Any recognized citation system will serve: APA, MLA, CMS, etc. My advice is to find out which system your major uses and go with that one; that might be most practical for you. If you have not used a citation system before and don't know how, go to Purdue OWL online (<https://owl.english.purdue.edu/owl/>) and navigate to the "research and citations" page (<https://owl.english.purdue.edu/owl/section/2/>). You should be able to find what you need there to get started.

(e) Each essay question will include a fairly extensive explanatory section, along with a number of "helpful hints". You will have at least seven days to complete each essay, and likely more.

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