



**WAYLAND BAPTIST UNIVERSITY**  
**SCHOOL OF BEHAVIORAL & SOCIAL SCIENCES**  
**WBUOnline**

**Wayland Mission Statement:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

**Course Title, Number, and Section:** HIST 2302. VC01 - United States History since 1877

**Term:** Winter 2018

**Instructor:** Dr. Autumn Lass

**Office Phone Number and WBU Email Address:** 806-291-1186; lassa@wbu.edu

**Office Hours, Building, and Location:** Virtual Meetings on Skype, Gates Hall 306

**Class Meeting Time and Location:** Blackboard

**Catalog Description:** American experience from the frontier and rise of industrial America, through overseas expansion, agrarian agitation, Progressivism, World Wars I and II, and the Cold War to the present.

**There is no prerequisite for this course.**

**Required Textbook(s) and/or Required Material(s):**

- Shi, David. Ed. *America: The Essential Learning Edition: Combined Volume* (Second Edition). New York, NY: W.W. Norton & Company, 2018.

**Optional Materials:** Students will need to choose one of the topical books to read from the provided list. Students will need to sign up with the instructor by the deadline.

**Course Outcome Competencies:** Upon completion of this course, students will be able to understand and describe:

- The economic, social and political transformation of the United States from the closing of the frontier to 1900
- The emergence of the United States as a world power
- Social and political changes of the Progressive Era
- Life of the 1920s and the era of the Great Depression and the New Deal
- Cause, course, and impact of World War II
- Political and social changes since World War II

## **Attendance Requirements:**

### WBUonline (Virtual Campus)

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student "attendance" in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11-week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given term is considered a "no-show" and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university's attendance policy.

**Statement on Plagiarism and Academic Dishonesty:** Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

#### ➤ Instructor's Academic Honesty Statement:

- Any student caught cheating – whether it be cheating on an examination, plagiarism of a published or unpublished work, plagiarism of online materials, inappropriate contact or collaboration with a fellow student, or any other action that prevents the student's ability to produce an honest, original work – will receive a **ZERO** on that assignment and will not be allowed to redo or retake the assignment. Repeated incidents of cheating will lead to **FAILURE OF THE COURSE** and could lead to punishment from the university up to and including expulsion.
- I **DO NOT TOLERATE** cheating or plagiarism.

**Disability Statement:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations.

## **Course Requirements and Grading Criteria:**

#### ➤ Overall Requirements and Grade Allocation (1000 point scale):

- Weekly Work – (350 points total)
  - Unit Assignments Assessment Quizzes – 150 points (15 @ 10 points each)
  - What I Learned This Week Class Blog – 100 points total (5 Weekly Entries @ 20 points each)
  - Primary Source Discussion – 150 points total (5 Weekly Discussion @ 30 points each)

- #History/ Hashtag History – (90 points total)
  - #History Assignments – 60 points (20 points each)
  - #History Discussion – 30 points (10 points each)
- Headline History – (90 points total)
  - Headline Story – 60 points (20 points each)
  - Headline Discussion – 30 (10 points each)
- Book Reading Assignments – (100 points total)
  - Paper – 50 points
  - Presentation – 40 points
  - Discussion – 10 points
- Exams – (300 points total)
  - Exam 1 – 100 points
  - Exam 2 – 100 points
  - Exam 3 – 100 points
- Cumulative Class Review – (70 points total)
  - PowerPoint Presentation – 60 points
  - Peer Critiques – 10 points
- Bonus Opportunities – 100 points
  - Syllabus/Course Policy Quiz – (10 points)
  - Introduction Discussion Board – (10 points)
  - Thinking Like a Historian Bonus – (80 points total - 20 points per activity)

➤ Grading Scale:

- |                  |                 |               |
|------------------|-----------------|---------------|
| ▪ 1000 – 900 = A | ▪ 799 – 700 = C | ▪ 500 – 0 = F |
| ▪ 899 – 800 = B  | ▪ 699 – 600 = D |               |

**Assignment Descriptions:**

- Unit Requirements/Assignments: Units include textbook readings, online lectures, and assessment quizzes. Once a unit closes, access to the online lecture and assessment quizzes will also expire.
  - Unit Assessment Quizzes: Each unit will include various textbook reading assignments and online lectures. After completion of the reading assignment, each student is required to complete a quiz based on the text reading and lectures. Quizzes will be multiple choice questions. Students will be allowed to complete the quiz **TWO** times and the **HIGHEST** score will count. Students will be given **10 MINUTES** to complete each attempt.
    - Students are therefore encouraged to complete the readings assignment and take the quizzes early so that they can improve their score by reviewing the materials.
    - For each exam grouping, the instructor will **DROP the lowest assessment quiz grade.**
  - Key Terms & Big Picture Questions: Each Unit includes a list of key terms and big-picture questions. These are the review sheets for each unit. The key terms provide students with a word bank of terms that could appear on the identification portion of their exams. The Big Picture Questions are the question bank for each exam.
    - Students should approach each idea with these questions in mind: **When is this term historically relevant? Who was involved? What is the term? Why is this term historically significant?**

- Key Terms & Big Picture Questions will only be posted during that unit's assigned day. It is the student's responsibility to keep track of those terms and questions to review for each unit exam. They will serve as your review sheets for each exam.
- Due Dates: Each unit is assigned a specific date(s) on the detailed schedule included at the end of the syllabus. Each unit's assignments are due by 11:59 pm (CST) on the last day of the unit.
- Primary Source Reflection Discussion: Biweekly, students are required to pick two primary sources from the Shi and Tindall Online Primary Source Reader (linked directly in Blackboard) that correspond to the chapter readings from the weekly units and discuss the source and its historical relevance/connection to the week's units in a class discussion. Entries must be a minimum of four complete (5 sentences) paragraphs. Students are to a source per week covered in the reflection.
- What I Learned This Week Blog: Biweekly, students will post a short blog explaining what they learned over the two week period about U.S. History. Posts should include what you learned from either the textbook readings or the lectures as well as what you thought was the most interesting thing you learned from your primary source journals. Each blog post must be a minimum of 2 (4-6 sentence) paragraphs
- Headline History: For each exam grouping, students envision themselves as newspaper editors and create a newspaper headline and a short news article (2-3 paragraphs) for historical topic/event learned about from the previous lectures. Headlines and stories should be written from the time period the event happened. Headlines should include the larger attention-grabbing headline and the post-colon See sample provided by the instructor.
  - Discussion: Students must share their headline and story in a discussion forum with their fellow students. After sharing their headlines, students are required to comment on two other students' creations. Responses must be a minimum of three sentences long.
- #History: For exam grouping, students will create and then share their historical meme and hashtag to get history trending. Using one of the approved databases (linked on Blackboard), students must choose a historical image, create a historical meme using that image, and write clever hashtag to get the image trending. Students must include the official title and author of the image as well as the URL link to the image. Besides creating the historical meme, students are required to write a one to two paragraph explanation of the meme, why they believe their image and hashtag would help history trend on social media. **All creations (memes and hashtags) must be appropriate and respectful.**
  - Discussion
    - Students must share their meme, hashtag, and explanation in a discussion forum with their fellow students.
    - After sharing their #history meme, students are required to comment on two other students' creations.
    - Responses must be a minimum of three sentences long.
- Book Reading Assignments: Students are required to pick one of the books in the recommended books listing, complete, and participate in the following assignments. **Each book has a limited number of readers so, be sure to sign up early to ensure you get the book/schedule you want.**

- Presentation: Using the template from the professor, students are required to record a 5-8-minute presentation of the book. The presentation must cover all of the issues/concerns/questions presented in the template and presentation guideline from the instructor.
- Discussion: Students will be required to participate in an online discussion over their chosen book. Students will share their video presentations to expose their classmates to the other readings in the class and critique each other's presentations and what they learned from the presentations.
- Examinations: Students will be required to show a thorough understanding of the courses' major themes and expected learning outcomes. Exams will push students to think past just the historical facts and understand the implications as well as the application from the themes covered in class. Exams will include one narrative based essay and a critical thinking short answer section. The exam will feature an identification section that will require students to briefly define and explain each term's historical significance. Students will have up to **90 minutes** to complete the exam on Blackboard.
- Cumulative Class Review
  - PowerPoint – Students are required to create a PPT slide presentation that addresses a major theme in the course.
  - Peer Review/Critique – Students will post their PPT presentations on the Blackboard Discussion forum and review their fellow students' presentations.
- BONUS:
  - Syllabus/Course Policy Bonus Quiz: Students will be required to take a multiple choice/true-false quiz over the syllabus and course policies. Students will be given **10 minutes**. Students will be able to take the quiz **TWICE** and their highest grade will count. The purpose of the quiz is to ensure students have thoroughly read through the syllabus and understand course policies and the schedule. See the below-detailed schedule for quiz date.
  - Introduction Discussion: Using Kaltura Media, students must record a 3-5-minute self-introduction video and post it to the bonus discussion forum. In order to receive the bonus points, students must comment back to at least **two** other students in the discussion board.
  - Thinking Like a Historian: Complete the *Thinking Like a Historian* activity in the textbook for up to 20 points each. Part 1 (Comparing/Contrasting Secondary Sources) and Part 2 (Using Primary Sources to Evaluate Secondary Sources) must both be completed to be concerned as a completed bonus activity. Answers should be submitted in a Microsoft Word document and answers to questions should be written in paragraph form.
  - The instructor may offer additional bonus opportunities to the **WHOLE** class if she chooses to do so throughout the semester.
- The instructor will **NOT** round grades up or give out free points at the end of the semester.

The University has a standard grade scale:

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long-term or within the last two days of a microterm to a student who is passing but has not completed a term paper, examination, or other required work for reasons beyond the student's control. A grade of "incomplete" is changed if the work required is completed prior to the last day of the next long (10 to 15 weeks) term unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted to an F.

### Student Grade Appeals:

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

### **Additional Information:**

#### **Class Materials & Computer/Software Requirements**

- Computer Access:
  - Each student is required to have regular (daily) computer access, preferably a home computer with broadband Internet access. This course can be completed using public computers at a library or other public access areas. However, be aware that using public computers may create a hardship. All course requirements remain the same regardless of your computer access.
- Technical Skills: Students who take this course must be comfortable with the following
  - using a word processor
  - using email for communication
  - using webcams/microphones
  - sending email attachments
  - navigating the Internet, websites like Blackboard, and search engines
  - downloading appropriate software and or plug-ins
- Required Software: Students who take this class will need the following free software installed on their computer.
  - A web browser like Internet Explorer, Firefox, Google Chrome, or Safari.
  - Adobe Flash Player & Adobe Reader
  - QuickTime/Recording Software like VidGrid
  - JAVA
  - Microsoft Office (Word and PointPoint)

Blackboard: ([WBU Blackboard](#)): In order to successfully complete this course, students must log on to the course Blackboard page regularly in order to complete assignments.

### **Communication:**

- The instructor will regularly post class announcements/reminders on Blackboard. Therefore, students will need to log-in to Blackboard every day.
- Please send all emails to [lassa@wbu.edu](mailto:lassa@wbu.edu) to avoid confusion. Please allow at least one day for responses during the week and two days during the weekend/holidays.
  - When emailing your instructor please use the proper salutation, grammar, and signature. The instructor may ignore emails that are considered “**text-message**” emails. Please address and write your emails to the instructor in a polite, respectful manner.
  - When emailing your instructor, you should give the instructor at least 24 hours on the weekdays to respond and 48 hours on the weekend to respond to your email.

- The instructor will only use students' email listed as his/her official email address provided by Wayland Baptist University. It is the student's responsibility to use/check/maintain that email account. All emails from the instructor will only go to that email address.
- **Office Hours** will be held using **Skype**. This software allows for IM, audio, or video chat with the instructor. Students are strongly encouraged to download Skype and create an account so they can make use of this opportunity to meet virtually with the instructor. When searching for the instructor use the instructor's name or email address.
  - **To download Skype see:** [Skype](#)
- **Professor Username:** DrAutumnLass

### **Deadlines, Missed and Late Work:**

- Unless otherwise noted, all assignments must be completed by the end of the due date at 11:59 pm CST. Any work that is not received by that time will be considered late and given a grade of zero if it does not meet the below "late work policy." There is no exception to this policy.
- Any work submitted late will only be accepted under strict professor approval. **Students only get ONE free late acceptance. After students have used their one free "late turn-in," late work penalized a letter grade for each late day and after five days it will no longer be accepted.**
  - In order to turn in work late, students are required to notify the instructor within 24 hours prior to an assignment due date. **If the professor is not notified or does not give her approval the late work will be penalized a letter grade for each day the assignment is due until day five.**
  - Discussion Posts and Responses, as well as Book Presentations, do not fall into the "late work policy" exception. Discussions must be submitted on time and according to the deadlines!!
- Absence Excuses – It is up to the discretion of the instructor to decide if an absence/assignment excuse is acceptable.

### **Detailed Schedule:**

#### **Week One (11/11 – 11/17):**

- Unit 0: Course Introduction
- Unit 1: Reconstruction
  - Textbook Reading: Chapter 15
- Unit 2: The New South & the American West
  - Textbook Reading: Chapter 17
- Assignments:
  - Bonus Syllabus Quiz – Due Saturday @11:59 pm CST
  - Bonus Introduction Discussion – Due Saturday @11:59 pm CST
  - Assessment Quiz #1 & #2 – Due Saturday @11:59 pm CST

#### **Week Two (11/25 – 12/1):**

- Unit 3: The Gilded Age
  - Textbook Reading: Chapters 16 & 18
- Unit 4: The Birth of the American Empire
  - Textbook Reading: Chapter 19
- Assignments:
  - Assessment Quiz #3 & #4 – Due Saturday @11:59 pm CST
  - Primary Source Discussion #1 – Initial Post Due Friday, Response Posts Due Saturday @11:59 pm CST

- Bonus Activity – Thinking Like a Historian – "Debating Annexation" (pg. 718) – Due Saturday @11: 59 pm CST

### **Week Three (12/2 – 12/8):**

- Unit 5: The Progressive Era
  - Textbook Reading: Chapter 20
- Unit 6: World War I
  - Textbook Reading: Chapter 21
- Assignments:
  - Assessment Quiz #5 & #6 – Due Saturday @11:59 pm CST
  - What I learned in U.S History Blog Entry #1 - Due Saturday @11:59 pm CST
  - Book Sign Up – Due Saturday @11:59 pm CST!!!

### **Week Four (12/9 – 12/15):**

- Skype Review Sessions will be hosted online from 7-8 pm CST – Tuesday Night!!!!
- Assignments:
  - Primary Source Discussion #2 – Initial Post Due Friday, Response Posts Due Saturday @11:59 pm CST
  - #history Entry #1
    - ❖ Assignment as initial post due Wednesday @11:59 pm CST
    - ❖ Responses Posts due Saturday @11:59 pm CST
  - Headline History #1
    - ❖ Assignment as initial post due Wednesday @11:59 pm CST
    - ❖ Responses Posts due Saturday @11:59 pm CST
  - **Exam #1 – Due Saturday @ 11:59 pm CST**

### **Week Five (12/16 – 1/5):**

- Holiday Break: 12/20 – 1/2
- Unit 7: The 1920s
  - Textbook Reading: Chapter 22
- Unit 8: The Great Depression & New Deal
  - Textbook Reading: Chapter 23
- Assignments:
  - Assessment Quiz #7 & #8 – Due Saturday @11:59 pm CST
  - What I learned in U.S History Blog Entry #2 - Due Saturday @11:59 pm CST

### **Week Six (1/6 – 1/12):**

- Unit 9: World War II
  - Textbook Reading: Chapter 24
- Unit 10: The Origins of the Cold War
  - Textbook Reading: Chapter 25
- Assignments:
  - Assessment Quiz #9 & #10 – Due Saturday @11:59 pm CST
  - Primary Source Discussion #3 – Initial Post Due Friday, Response Posts Due Saturday @11:59 pm CST
  - Bonus Activity – Thinking Like a Historian – "Debating the US Response to the Holocaust" (pg. 938) – Due Saturday @11: 59 pm CST

### **Week Seven (1/13 – 1/19):**

- Unit 11: The 1950s
  - Textbook Reading: Chapter 26 pgs. 987-1006; 1014-1016; 1020-1027
- Unit 12: Kennedy, Johnson & the 1960s
  - Textbook Reading: Chapter 27 pgs. 1031-1042; 1054 – 1063; 1070 – 1073.



- Assignments:
  - Assessment Quiz #11 & #12– Due Saturday @11:59 pm CST
  - What I learned in U.S History Blog Entry #3 - Due Saturday @11:59 pm CST

### **Week Eight (1/20 – 1/26):**

- Unit 13: The Civil Rights Movement & 1960s Social Activism
  - Textbook Reading: pgs. 1006 – 1014; 1036; 1042 – 1054; 1056-1057; 1077 – 1095.
- Unit 14: The Vietnam War
  - Textbook Reading: pgs. 1016 – 1020; 1040 – 1041; 1064 – 1102 – 1106.
- Assignments:
  - Assessment Quiz #13 & #14 – Due Saturday @11:59 pm CST
  - Primary Source Discussion #4 – Initial Post Due Friday, Response Posts Due Saturday @11:59 pm CST
  - #history Entry #2
    - ❖ Assignment as initial post due Wednesday @11: 59 pm CST
    - ❖ Responses Posts due Saturday @11: 59 pm CST
  - Headline History #2
    - ❖ Assignment as initial post due Wednesday @11: 59 pm CST
    - ❖ Responses Posts due Saturday @11: 59 pm CST
  - **Exam #2 – Due Saturday @ 11:59 pm CST**

### **Week Nine (1/27 – 2/2):**

- Unit 15: Nixon, Watergate, & The 1970s
  - Textbook Reading: pgs. 1095 – 1102; 1106 - 1119
- Unit 16: Ford, Carter & The 1970s
  - Textbook Readings: pgs. 1119 – 1133.
- Assignments:
  - Assessment Quiz #15 & #16 – Due Saturday @11:59pm CST
  - What I learned in U.S History Blog Entry #4 - Due Saturday @11: 59 pm CST
  - Book Assignments
    - ❖ Analysis – Due Wednesday @11: 59pm CST
    - ❖ Presentation due as your initial post – Due Thursday @11: 59 pm CST
    - ❖ Discussion Board Student Response Posts – Due Saturday @11: 59 pm CST

### **Week Ten (2/3 – 2/9):**

- Unit 17: The 1980s – Reagan, The Rise of Modern Conservatism, and the End of the Cold War
  - Textbook Readings: pgs. 1133 – 1149; 1151 – 1153.
- Unit 18: The Post-Cold War World – The 1990s – 2001
  - Textbook Readings: pgs. 1149 – 1179.
- Assignments:
  - Assessment Quiz #17 & #18 – Due Saturday @11: 59 pm CST
  - Primary Source Discussion #5 – Due Saturday @11: 59 pm CST

### **Week Eleven (2/10 – 2/15):**

- Assignments:
  - What I learned in U.S History Blog Entry #5- Due Friday @11: 59 pm CST
  - #history Entry #3
    - ❖ Assignment as initial post due Wednesday @11: 59 pm CST
    - ❖ Responses Posts due Friday @11: 59 pm CST
  - Headline History #3
    - ❖ Assignment as initial post due Wednesday @11: 59 pm CST
    - ❖ Responses Posts due Friday @11: 59 pm CST

- Cumulative Class Review
  - ❖ PowerPoint Presentation Assignment due Wednesday @11: 59 pm CST
  - ❖ Peer Critiques due Friday @11: 59 pm CST
- Bonus Activity – Thinking Like a Historian – “Debating Contemporary Immigration & The Use of History” (pg. 1216) – Due Friday @11: 59 pm CST
- **Exam #3 – Due Friday @ 11:59 pm CST**