**Course Instructor**
Dr. Keith Pacholl, Associate Professor of History
University of West Georgia
1601 Maple St., Carrollton, GA 30118
Office Number: (678) 839-6044

**I will be out of my office for the entire summer. If you need me to talk by phone, please email me with a phone number and I will call you back as soon as I can. If you leave a message on my office phone, I will be unable to retrieve it.**

E-mail address: kpacholl@westga.edu

NOTICE: Please use the internal CourseDen email for general correspondence. I provide my external email address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external email so please use it for emergencies only.

**Office Hours**

**Online Office Hours:**
Monday: 3:00pm - 5:00pm

*Online office hours online will take place in the “Online Office Hours” folder located in the content section of CourseDen. Just click on the link and you will enter a room where we can engage in live chat or videoconferencing.*

**and by appointment**

**Course Introduction and Description**

Welcome to History 2112. This course explores the major themes and issues in American history from the end of the American Civil War to the present time. In accordance with the learning outcomes adopted for the University of West Georgia’s Core Area E, students in this course will demonstrate the ability to understand the political, social, economic, or cultural dimensions of American history.

This course is an online course using CourseDen and your computer as the delivery medium. There are no required face-to-face meetings. **The final exam will be taken online, so there is no proctored exams for this course** – everything is 100% online.

**Course Objectives and Outcomes:**
Specific learning outcomes for this course include:
1. Identify and explain the political, social, economic, or cultural dimensions of U.S. history.

2. Identify and discuss the experiences of diverse groups that make up American society.

3. Analyze and interpret primary and secondary sources.

4. Develop skills in critical thinking and writing

**Required Texts and Materials**

**Textbooks**

OpenStax, *U.S. History*, Chapters 16-17, 21-32

**Please note that OpenStax is a free online textbook. I have uploaded the PDF version of this textbook to the Content section of the course in the folder entitled “Textbook.” You can also access this textbook on the internet at the following link: https://openstax.org/details/us-history**

Yoshiko Uchida, *Desert Exile: The Uprooting of a Japanese-American Family*

**You must use the above texts for this class. I will not accept assignments based on outside sources. Let me reiterate this: I will NOT accept assignments based on sources not assigned for this course (you will receive a failing grade if you attempt to use outside sources). I have chosen these sources for a reason, and many assignments are based on the information from these specific sources.**

**Online sources**

In this course you will utilize online materials that supplement the assigned texts. These include PDF files that focus on specific topics for each module, as well as links to external sites like videos.

**Assignments and Grading**

**Discussion Assignments:**

Discussion assignments are community discussions about specific topics, meaning everyone participates. Discussions will include individual postings and responses to other student postings. Postings should relate directly to the topic. The quality of your participation will be judged according to your ability to follow the directions for each assignment as well as your treatment of the topic. You will have the opportunity to be creative in your discussion postings. Effort is key! Additional details will be provided for each discussion assignment. *(satisfies course objectives 3, 4)*

**Essay:**

You write an essay on the book assigned for this course: Yoshiko Uchida, *Desert Exile: The Uprooting of a Japanese-American Family*. Your essays will be a **minimum of 3 pages (there is no maximum page limit)** and will be uploaded as a Word document in the Dropbox section of the course. Specific instructions will be posted a week prior to the assignment opening. You will have an entire week (July 5-11) dedicated to completing this assignment. *(satisfies course objectives 2, 3, 4)*
**Quizzes:**
Each module will include a quiz covering the content for that particular module. The quizzes will be taken online. A study guide will be provided for each quiz (except for the syllabus quiz). The quiz must be completed by the last day of the module. *(satisfies course objectives 1, 2)*

**Final Exam:**
The final exam will be taken online July 27-28: it must be taken during one of these days and completed no later than 11:59pm on July 28. A study guide will be given at least one week before the final. The final exam will be entirely essay and will be comprehensive. Please don’t panic – there is no memorization necessary and you will have a week to prepare for it. *(satisfies course objectives 1, 2, 3, 4)*

**Weight of Grades***
30% - Discussions (6 discussion assignments worth 25 points each: **150 total points**)  
30% - Quizzes (6 quizzes worth 25 points each: **150 total points**)  
20% - Book Essay (1 essays worth **100 total points**)  
20% - Final Exam (1 final exam worth **100 points**)  

***The percentage represents the total weight of each assignment category toward the overall grade. For example, all of your discussions added together will count 25% towards your overall grade.

**Standards for Evaluation:**
A: 90-100%  
B: 80-89%  
C: 70-79%  
D: 60-69%  
F: 0-59%  

***Grades are based on student performance and capability. *Simply turning in all the assignments does not guarantee that the student will receive a "good grade."* To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for history. The standards for the respective grades are as follows:

**A:**
To achieve this grade the student must display *superior performance in his/her course work*. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An “A” student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B:**
To achieve this grade the student needs to display *above average performance in his/her course work*, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A “B” student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above average communication skills and ability to contextualize material.
C: For this grade the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and ability to contextualize materials.

D: A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she may not be demonstrating adequate communication skills or ability to contextualize materials.

F: A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

Grading Turnaround: All assignments and assessments will normally be graded within a week after the deadline. I will let you know if grading takes longer than a week.

**There is no extra credit offered in this course!**

Course Policies and Information

Rights and Responsibilities
Please carefully review the following information at this link:
  http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf
It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

Academic Honesty
***Any form of academic dishonesty (including but not limited to cheating and plagiarism) will result in a failing course grade as well as possible additional action. Definitions of academic dishonesty and plagiarism are defined in student handbook, so please be familiar with them. Here is a link to the student handbook:  http://www.westga.edu/handbook/

Technical Requirements and Assistance
Having a correctly configured computer will help ensure your success in an online course. Be sure that your computer meets all the necessary technical requirements for hardware and software. For technical assistance and basic online information, check out the UWG Online Learning website at UWG Online Student Help. This link will provide you with tutorials on how to navigate through
the CourseDen (D2L) learning management system, which is the platform used for our course. In addition to CourseDen, students should have familiarity with a word processor program (ex: Word) that will be used for written assignments.

**Disabilities Act / Accessibility for the course**
If you are a student whom is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, please notify me and provide me with a copy of your packet from Student Services. The university will provide you with resources for any audio/visual needs that you may have with the learning management system or course content.

***Please consult the following link for more details regarding accessibility for this course, including contact information for those with accessibility needs:
UWG Accessibility Services (phone: 678-839-6428)

It is important that you contact UWG Accessibility Service immediately to find out the exact accommodations that are necessary for you to succeed in this course.

**Attendance, Participation, and Late Policy**
Attendance and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. It is expected that you will demonstrate a positive attitude and courtesy toward other participants in the discussion and observe good discussion netiquette. Be sure to read and observe the procedures described the “Guidelines for Good Electronic Communication (Netiquette).”

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays; however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let me know as soon as possible. **Late submissions will NOT be accepted without a valid reason (that I determine) and proper documentation. A pattern of late submissions will result in a “0” for assignments not turned in by the deadline.**

**Time Commitment:**
Taking a course online is not easier or faster. It will take as much or more time than taking a face-to-face class. If you normally go to class 3 hours per week per course you will need to devote that same amount of time to your online course. In addition to online time, you should be prepared to spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, writing papers, reading, studying, reflecting, and planning. **Remember, this is a short-session summer course (8 weeks), so the pace will go even faster than the normal 16-week semester.**
**Communicating Online:**
In an online environment, communication patterns are different from what you are used to in a face to face classroom. You cannot see the other students you are sharing ideas with and responding to. Instructors cannot see your facial expressions or body language to determine whether or not you understand. Because of this, it becomes more important for you to become an active contributor to the learning process. In order to be successful in an online course you must become self-disciplined and actively involved. You will not be able to sit back and wait if you do not understand something. If you do not speak up, no one knows you are there. Ask questions as soon as they occur to you. Ask for clarification when you need it.

**Netiquette Guide:**
1. Focus on one subject per message and use pertinent subject titles.
2. Capitalize words only to highlight a point or for titles -- Capitalizing otherwise is the equivalent to SHOUTING!
3. Cite all quotes, references, and sources.
4. When posting a long message, warn your readers at the beginning of your post.
5. It is inappropriate to forward someone else's messages without his or her permission.
6. It's fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as :-) or ;-) to let others know that you're being humorous, but use them sparingly and not in every sentence/posting.
7. Respect and courtesy are mandatory at all times. Failure to adhere to these important principles will result in a grade reduction from your final course grade as well as possible additional disciplinary action. I won’t tolerate inappropriate behavior in this class.

**Guidelines for Writing Assignments**
All writing assignments (discussions & essays) should adhere to the following guidelines:

1. Writing assignments should **meet the minimum writing length** as stated in each assignment. If the assignment is an essay, your answer should be double-spaced using a maximum of 12-point type. Please use a simple, clean font such as Times New Roman. Use normal margins on all sides. **Writing submissions that are less than the minimum length will lose significant points.** Also, please remember that doing the minimum is the basis for a “C” grade. **To receive an A or a B grade, you must plan to go beyond the minimums stated for each assignment.**

2. Writing assignments (AND emails) are to be written following the **rules of correct grammar and spelling**, both of which will be taken into consideration in the evaluation of the assignment. **Be sure to proofread your writing** as grammar and spell checks typically do not catch words used in incorrect contexts.

3. **Writing assignments must be original AND analytical** and should include well-thought-out responses to the questions posed in the assignment. An assignment should not be a string of quotes with limited analysis (these assignments are not high school book reports); rather, most of the written assignment should be in your own words with a few quotes to illustrate your points.
4. **You must provide specific examples** from the secondary and/or primary sources to support your main points. When using quotes from the readings, you must **cite** these sources following the MLA style, the University of Chicago Press's *Chicago Manual of Style* or Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*. Refer to the online resources *Guide to the MLA Style* or *Turabian and Chicago Styles Citations*. You can choose your preferred method for citations, but you need to make sure you provide some sort of citation for your quotations. A sample citation: (Pacholl, *Why I Love History*, 10) = author / page number; if there is no page number, then provide the name of the author and the title of the work – example: (Pacholl, *Why I Love History*).

5. **If you use direct quotations, you must not only cite your source, but must also use quotation marks.** Example: Columbus explains that the weapons of the natives he encountered in the islands of the Caribbean were unsophisticated, and that their javelin, a much-used weapon, was "no more than sticks" joined together.

6. You may ONLY use the assigned readings for your assignment: **DO NOT USE ANY OUTSIDE MATERIALS** in your assignment. **If you use outside materials** (including but not limited to websites, journal reviews, and other online materials), **you will receive a ZERO for the assignment**. The goal for each assignment is to use the sources I have assigned and not material from another source.
Course Modules (found in the CONTENT section of CourseDen)

Introduction Module (June 6-12)

Objectives
Upon completion of this module, you will be able to:
- Recognize what is expected for successful completion of this course
- Recognize the course design and structure
- Identify features of the course syllabus
- Introduce yourself to the instructor and other students in the course
- Choose a historical image and explain its significance

Readings
- Course Syllabus (yes, you must read the syllabus from beginning to end)
  - Scroll through the CourseDen website (familiarize yourself with the layout of the course)

Assignments
- Syllabus Quiz (graded – due June 12)
- Introductions (not graded, but failure to complete this assignment will result in your dismissal from class; this is a MANDATORY attendance assignment! – due June 12)
- Discussion: History Image Assignment (graded – due June 12)

Module 1 (June 13-19)

Objectives:
Upon completion of this module, you will be able to:
- analyze the impact of the American Civil War during the era of Reconstruction
- discuss American expansion to the West and its impact on various populations
- examine the changing nature of American society during the late 19th century
- analyze the social and cultural changes of the Progressive Era
- examine the concept of imperialism and American expansion overseas

Readings
- OpenStax, U.S. History
  - Chapter 16: The Era of Reconstruction, 1865-1877
  - Chapter 17: Go West Young Man! Westward Expansion, 1840-1900
  - Chapter 21: Leading the Way: The Progressive Movement, 1890-1920
  - Chapter 22: Age of Empire: American Foreign Policy, 1890-1914

- Online Sources (PDF files)
  - Images from the Reconstruction Era
  - The Battle of Little Bighorn
  - Strike at Homestead Mill
  - The Triangle Shirtwaist Company Fire
  - Terence Powderly
-Video
  -American Imperialism: Crash Course U.S. History #28

Assignments
-Quiz 1 (graded)
-Discussion 1 (graded)

Module 2 (June 20-26)
Objectives:
Upon completion of this module, you will be able to:
- discuss American involvement in WWI and the results of the war
- analyze political, social, and cultural changes of the 1920s
- discuss the causes and impact of the Great Depression
- understand Franklin Roosevelt’s New Deal of the 1930s

Readings
- OpenStax, U.S. History
  - Chapter 23: Americans and the Great War, 1914-1919
  - Chapter 24: The Jazz Age: Redefining the Nation, 1919-1929
  - Chapter 25: Brother, Can you Spare a Dime? The Great Depression, 1929-1932
  - Chapter 26: Franklin Roosevelt and the New Deal

- Online Sources (PDF files)
  - Pancho Villa
  - Lusitania
  - Hoovervilles
  - Huey Long

-Videos
  - The Harlem Renaissance
  - The New Deal

Assignments
- Quiz 2 (graded)
-Discussion 2 (graded)

Module 3 (June 27 – July 3)
Objectives:
Upon completion of this module, you will be able to:
- analyze the factors contributing to the coming of WWII
- explore American involvement during WWII and the impact of the war
-discuss the Cold War and its impact on America both at home and overseas
-understand the political, economic, and cultural developments of the 1950s
-analyze the Civil Rights movements in post-WWII America

**Readings**

- **OpenStax, U.S. History**
  - Chapter 27: Fighting the Good Fight in World War II, 1941-1945
  - Chapter 28: Post-War Prosperity and Cold War Fears, 1945-1960

- **Online Sources (PDF files)**
  - Images from WWII
  - Dropping the Atomic Bomb
  - The Cold War on the Home Front

- **Video**
  - *The Atomic Bomb*

**Assignments**

- **Quiz 3** (graded)
- **Discussion 3** (graded)

**Desert Exile Essay (July 5-11)**
You will complete an essay on the book *Desert Exile* during this week. You have an entire week to read the book and complete the assignment (an entire week for one assignment is a luxury for a summer course!), so please be sure that you upload the essay to the Dropbox no later than 11:59pm on Monday, July 11.

**Module 4 (July 12-18)**

**Objectives:**
Upon completion of this module, you will be able to:
- analyze the Civil Rights movements in the 1960s
- discuss the radicalism and the counter-culture of the 1960s
- examine American involvement in Vietnam
- identify the political, economic, and social changes of the 1970s

**Readings**

- **OpenStax, U.S. History**
  - Chapter 29: Contesting Futures: America in the 1960s
  - Chapter 30: Political Storms at Home and Abroad, 1968-1980
- **Online Sources (PDF files)**
  - Images of the Vietnam War
  - *Letter from a Birmingham Jail*
  - History of the Black Panthers
  - Watergate

- **Video**
  - *The Black Panthers* (from *Berkeley in the Sixties*)

**Assignments**
- Quiz 4 (graded)
- Discussion 4 (graded)

**Module 5 (July 19-26)**

**Objectives**: Upon completion of this module, you will be able to:
- discuss the impact of Ronald Reagan and key developments of the 1980s
- analyze the Clinton presidency and the developments of the 1990s
- discuss global, social, and cultural developments of contemporary America
- discuss the war on terrorism

**Readings**
- **OpenStax, U.S. History**
  - Chapter 31: *From Cold War to Culture Wars, 1980-2000*
  - Chapter 32: *The Challenges of the Twenty-First Century*

- **Online Sources (PDF files)**
  - MTV
  - Desert Storm
  - 9/11
  - George W. Bush

- **Video**
  - *The Collapse of the Evil Empire*

**Assignments**
- Quiz 5 (graded)
- Discussion 5 (graded)
Final Exam (July 27-28)
You will take the final exam online on one of these two days July 27-28). A study guide will be passed out one week prior to the final. Don’t panic, even though this is only one exam for this course (**there is no midterm – only a final exam**), it won’t be as bad as you think it is! The goal of the final exam is to see what you have learned throughout the semester and I will allow you some creativity in completing the exam.