Course Number, Title and Credits

HISU 103 - United States History Survey II - 3 credits

Course Catalog Description

This course highlights basic issues of American life, culture, society, and economics from the roots of Reconstruction to 9/11, while considering the following questions: Who is an American? How have we evolved as a nation? How has that definition changed over time? And how do we balance the fundamental diversity that is quintessentially American with the need for a common core of beliefs and institutions? Online only. 3 credits.

Learning Outcomes and Assessment

Learning Outcomes are statements that specify what learners will know, understand, or be able to demonstrate at the end of a learning experience.

Types of Learning Outcomes include:

- Course Learning Outcome – Result of finishing a course.
- Program Learning Outcome – Result of finishing a program.
- Institutional Learning Outcome – Result of finishing a degree at an institution, reflecting the core learning values and experiences of all graduates.

A Signature Assignment is an assignment used to measure a student's mastery of a program or institutional learning outcome. If a course you are taking includes a Signature Assignment, it will be clearly marked (**SIGNATURE ASSIGNMENT**).

Click here to access information on the Program Learning Outcomes (PLOs) and/or Institutional Learning Outcomes (ILOs) and Curriculum Map related to this course.

Essential Equipment

All students must have reliable access to a working computer with Internet access throughout each week of the class. Each student will need to be able to access and work in the University's online Learning Management System, Blackboard. For more information about personal computer requirements [click here](#).

Academic Integrity

The University of Massachusetts Global is an academic community based on the principles of honesty, trust, fairness, respect, and responsibility. Academic integrity is a core University value, which ensures respect for the academic reputation of the University, its students, faculty and staff, and the degrees it confers. The University expects that students will conduct themselves in an honest and ethical manner and respect the intellectual work of others.

Submitting to faculty work completed by the use of any artificial intelligence tool without permission and/or when prohibited by class policy. When faculty require the use of technology, including artificial intelligence, as a part of an assignment for the course, there is no violation. Students are reminded to consult syllabi, assignment sheets/rubrics, program documents and their faculty. Use of artificial intelligence, when permitted, must be correctly cited in the assignment.

The [UMass Global online library](#) provides resources to support research, proper citation styles, and the safe and responsible use of generative artificial intelligence or Gen AI.

- The [Academic Integrity and Plagiarism Avoidance](#) page provides guidance to help students better understand academic integrity and includes tips on how to avoid plagiarism.
- The [Citing Sources](#) page offers guidance on how to properly cite using APA, MLA, and Chicago styles.
- The [Artificial Intelligence Resource Guide for Students](#) provides advice for understanding and appropriately using generative artificial intelligence tools such as ChatGPT and Bard.

University Policies

Students are responsible for complying with university policies including, but not limited to: incompletes, course drops, and student conduct. Information may be found in the [University Catalog.](#)

Required Textbooks

American History
Volume 2
978-0077776749
Alan Brinkley

All student textbooks are available at the University of Massachusetts Global Bookstore:

https://www.bkstr.com/umassglobalstore

Course Learning Outcomes

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

1. Identify factors motivating American industrial growth at the conclusion of the Civil War and during Reconstruction.

2. Discuss fundamental social, political, and economic structures of the US as it developed since 1865.

3. Trace the American rise in world power and its role in WWII.

4. Describe the Cold War, its causes, effects, and legacy.

5. Analyze issues surrounding and factors influencing the splintering of US social, political, and economic systems following 1945.

6. Outline the nature of US social discord and Civil Rights movements following 1950.

7. Discuss issues leading to recent US historical events, concluding with the terrorist attacks in New York City on 9/11.

Major Study Units

1. Reconstruction and the Gilded Age;

2. The Rise of Industry and Urban Centers;

3. Empire Building and the Progressive Movement;

4. World War I and the 1920s;

5. The Great Depression and the 1930s;

6. World War II and the Cold War;

7. The 1960s, Vietnam, Nixon, Social Changes of the 60s and 70s;

8. Reagan, Bush, Globalization, and 9/11.

Instructional Strategies

This class includes readings, textual and video instruction, exercises, discussions, and projects. Instructional Strategies are further explained in the Blackboard course shell.

Attendance Policy

Requirements for student attendance and participation will be defined by each instructor based on the following policy:

- Monday of the first week of the session is the first day of class.
- Regular attendance/engagement is expected for student success. Online engagement is evident through posting to a discussion board, blog, completing assignments including journal entries, or taking quizzes and exams. If regular attendance/engagement are not evident, the student's grade may be adversely affected. If a student misses more than one week of engagement in an online class, the student may, at the discretion of the instructor, fail the course.
- Students in courses with required synchronous class sessions are expected to remain for the full duration. If a student misses more than one required synchronous online class, the student may, at the discretion of the instructor, fail the course.
- Students must submit an academically-related assignment through the Learning Management System (LMS) before the end of Week 2 (i.e., a quiz, test, course content-related Discussion Board post, or other course content-related assignment). Introduction posts do not count as an academically-related assignment. If a student does not submit an academically-related assignment, the student will be administratively dropped from the course. Students administratively dropped for non-attendance/participation will not be reinstated in the course. In infrequent cases, students in certain classes may be exempt from the requirement to submit an academically-related assignment before the end of Week 2; students may consult with their instructor for further information.
- Students should consider withdrawing from a course if they will be unable to participate each week. Instructors may, but are not obligated to, accommodate students under extraordinary circumstances, but the student must request accommodation and provide requested supporting documentation.
- Schools and programs may have different attendance policies. Refer to school and program specific information for additional attendance policies.

Letter Grade/Percentage Equivalents

Grade Point System
(Rounded up at .5 and up)

A = 94%-100%	B = 84%-86%	C = 74%-76%	D = 64%-66%

A- = 90%-93%	B- = 80%-83%	C - =70%-73%	D - = 60%-63%
B+ = 87%-89%	C+ = 77%-79%	D+ = 67%-69%	F = 59% and below

Methods of Evaluation for Determining Grades

Assignment Detail for <u>Fully Online Course</u>:

Assignments - Refer to Rubric(s) in Course Information on Blackboard	Possible Points
Discussion Forums (8 at 25 points maximum each week) Due weekly	200
Blog posts (weeks 1, 2, 4, 6, and 8) 25 points maximum per week	125
Quizzes (4 at 50 points maximum each); weeks 2, 4, 6 and 8	200
Research Paper Topic Proposal; due week 3	100
Research Paper Rough Draft; due week 5	175
Final Research Paper; due week 7	200
	Total: 1000

Class by Class Outline for <u>Fully Online Course</u>:

Week	Topics	Assignments
Week 1	Reconstruction, the Gilded Age, & the rise of industry	Read chapters 22, 23, and 24 View video clips Participate in Discussion Boards 1 & 2 Participate in Course Blog
Week 2	Urban Centers, The West, Empire & Expansion	Read chapters 25, 26, and 27; View video clips (when applicable); Participate in Discussion Board; Post to Course Blog; Take Quiz 1.
Week 3	The Progressive Movement	Read chapters 28 and 29; View video clips (when applicable); Participate in Discussion Board; Research Paper Topic Proposal due
Week 4	World War I and the	Read Chapters 30, 31, and 32; View video clips (when

Week	Topics	Assignments
	1920s	applicable); Post to Course Blog; Participate in Discussion Board; Take Quiz 2
Week 5	The Great Depression and the 1930s	Read Chapters 33 and 34; View video clips (when applicable); Participate in Discussion Board; Research Paper Rough Draft Due
Week 6	World War II and the Cold War	Read Chapters 35, 36, and 37; View video clips (when applicable); Participate in Discussion Board; Post to Course Blog; take Quiz 3
Week 7	The 1960s, Vietnam, Nixon, Social Changes of the 60s and 70s	Read Chapters 38 and 39; View video clips (when applicable); Participate in Discussion Board; Final Draft of Research Paper due.
Week 8	Reagan, Bush, Globalization, and 9/11.	Read Chapters 40 and 41; View video clips (when applicable); Participate in Discussion Board; Take Quiz 4; Post to Course Blog.

Methods of Evaluation for Determining Grades

Assignment Detail for Blended Course:

Assignments for Blended course - Refer to Rubric(s) in Course Information on Blackboard	Possible Points
SIGNATURE ASSIGNMENT The Signature Assignment must be identified in this chart if there is one in this course.	
	Total:

Class by Class Outline for Blended Course:

Week	Topics	Assignments
Week 1		
Week 2		
Week 3		

Week 4		
Week 5		
Week 6		
Week 7		
Week 8		

UMass Global's Office of Accessible Education

Students who require disability-related services or accommodations to access their educational experience can register with the Office of Accessible Education (OAE). The Office of Accessible Education (OAE) is committed to ensuring equal educational access and opportunity for all members of our academic community. Students will be provided equitable and reasonable accommodations and services that are in compliance with [Section 504 of the Federal Rehabilitation Act of 1973](#) and the [Americans with Disabilities Act of 1990 (ADA)/Americans with Disabilities Act Amendments Act of 2008 (ADAA)](#). Registration with OAE is on a voluntary, self-identifying basis. Please visit the [Office of Accessible Education (OAE) website](#) for more information about how to register for services, eligibility requirements, and information about potential academic accommodations and services.

Our university is committed to ensuring equal access for all students. Let us know about any accessibility barriers you encounter using any of our online systems or websites by submitting a [Feedback or Accessibility Concern Submission Form.](#) We'll do our best to improve things and get you the information you need.

UMass Global's CARES Team

The [CARES team](#) is a campus-wide team of appointed staff and faculty responsible for identifying, assessing, and responding to concerns and/or disruptive behaviors by students, faculty/staff, and community members who struggle academically, emotionally, or psychologically, or who present a risk to the health or safety of the university or its members.

Individuals may refer themselves or other community members of concern by emailing [cares@umassglobal.edu](#) or by filling out a referral form [here](#). The CARES Team provides short term assessment, intervention, support, and recommendations of resources to those referred and engaged in the process.

UMass Global's Title IX Statement

The University of Massachusetts Global strives to maintain and foster a climate that promotes respect and human dignity. Sexual misconduct and relationship violence in any form is antithetical to the university's mission and core values, violates university policies, and may also violate federal and state

law. The office of Title IX is primarily concerned for students' safety and well-being and is tasked with investigating all reports of sexual misconduct experienced by our community members. Title IX prohibits sex-based and gender-based discrimination and harassment, which includes discrimination based on pregnancy and/or pregnancy-related complications, parental status, and marital status. Students expecting or experiencing pregnancy-related complications, that may require educational accommodations, should contact the University's Title IX Coordinator and/or the Office of Accessible Education.

The University and Title IX's prohibition of sex discrimination also covers sexual harassment, sexual violence, and any other form of sexual misconduct. We offer options and resources to all students affected by these issues and are committed to providing a fair, thorough, and prompt investigation and adjudication process. If you or someone you know has been impacted by sexual assault, dating, and domestic violence, stalking, or sexual exploitation, please visit the [University's Title IX Resource Page](#) to access additional resources and information.

UMass Global's staff and faculty are tasked with reporting any possible sex or gender-based discrimination or Title IX violations to the University's Title IX Coordinator at civilrightscomplaints@umassglobal.edu.

[Click on this Link to our University Title IX Policy](#)