



**Spring 2022 Semester**

**Course Name: Development of the United States since 1877 to Present**

**Course number and section: HIS 232.160**

**Number of Credits: 3**

**Days Class Meets: Online**

**Meeting Times: Monday 9a**

**Location/Venue: JetNet Big Blue Button Meetings -LECTURE WILL BE RECORDED or You can attend Live**

**Instructor: E Lippo**

**Contact Email: [luppoerinl@jccmi.edu](mailto:luppoerinl@jccmi.edu)**

**Online Office Hours: Mondays 10-11 Virtual**

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## **COURSE DESCRIPTION**

American History 232 is a one-semester college level course. This class puts into perspective the major economic, political, diplomatic, and social developments impacting the United States from Reconstruction into the third quarter of the twentieth century.

## **INTRODUCTION**

History 232 is an introductory level course that provides insight into the growth and development of the United States from the Civil War. The course addresses the politics, religion, economics, science, and philosophy through most of the twentieth century. Emphasis is placed on analyzing the historical events of the United States and gaining perspective on their relationship to the present.

You will be expected to devote considerable time to the reading and written assignments, observe the time lines incorporated in the syllabus and other course documents, and maintain civility and decorum in all communication with the instructor and students in the class. All work turned in for credit must be your own.

The principal course objectives include comprehension of the events of American history through the middle of the twentieth century, the critical and analytical evaluation of those events, and the improvement of writing skills as a tool to express ideas. Your written work must be in your own words.

**Prerequisite(s): ENG 085 and ENG 095**

## Course Objectives:

1. Students will explore US history beginning with the end of Civil War up until the present. Students will look at culture throughout this time period and have an understanding of the causes and effects that are prevalent throughout early America..
2. Will learn to think about history critically and examine large historical events and how the world was affected by these events.
3. To understand how the exploration of history is relevant to the past and present.
4. Learn how to discuss historical events, people in history, and themes of history in class discussions.

\*The course goals and objectives incorporate specific General Education Outcomes (GEOs) established by the JC Board of Trustees, administration, and faculty. These goals are in concert with four-year colleges and universities and reflect input from the professional communities we serve. GEOs guarantee students achieve goals necessary for graduation credit, transferability, and professional skills needed in many certification programs. The GEOs and course objectives addressed in this class include the following:

GEO 5: Understanding human behavior and social systems, and the principles which govern them.

To achieve this outcome, students will learn to:

- Recognize factors that determine and govern human behavior. Acknowledge the interaction of personal and social factors.
- Articulate the methods of analysis and interpretation used by behavioral sciences.
- Begin to use appropriate terms and concepts.
- When prompted, engage in discussion of the relevant issues, reflecting knowledge of behavior and systems.
- Identify the critical assumptions involved in behavioral science research and the limitations of each research method.
- Identify at least two social systems designed to regulate human behavior and the limitations of each.

Any circumstances under which a student could be dismissed from or failed the course that is not covered in other college publications. In pass/fail courses, a listing of minimal competencies.

Academic Honesty is defined as ethical behavior that includes student production of their own work and not representing others' work as their own, by cheating or by helping others to do so.

**Textbook: FREE**

[US History FREE TEXTBOOK LINK](#)

Textbook is free for students in this course.

## **Exam Process- Respondus**

To protect the fairness and integrity of the exams, students will be required to take exams using Respondus Lockdown Browser and Monitor. This is an online test proctoring software that requires a download to your computer. Training and practice of Respondus technology will be provided in advance of the first exam. A Mac or PC that has a webcam and microphone is required to use Respondus. If you do not have this technology, please contact your instructor right away. Students are expected to complete the Respondus Practice quiz on time. This is to give our IT department time to help troubleshoot issues **before** exam 1 begins. Failure to complete the Respondus quiz on time may result in instructor-initiated drop.

## **Grading Procedure**

**“In Class” and Video Discussions:** Every Chapter will have a weekly “in class” and video reflection (watch videos and write a reflection). These assignments are your participation grade. Each “in class” and video discussion will be a written discussion worth 20 points each.  $12 \times 20 = 240$  points total for “in class”  $7 \times 20 = 140$  points

**Chapter Outlines:** This is also part of your Participation points. You must watch the recorded lectures and submit notes taken during the lecture. All Quiz and Exam questions come from the text and are outlined in the lecture so taking solid notes will only serve you academically.  $7 \times 20 = 140$  points total

**2 Reflection Papers:** Two written papers worth 50 points each. Material is provided for you to reflect on and formatting is outlined on JetNet.  
 $2 \times \text{Papers } 50 \text{ points each} = 100$  points total for Written Assignments

**VIDEO Group Discussion Assignment:** 4 online video group discussion assignments. Your responses should be a recorded video for these discussions.  $4 \times 50 \text{ points} = 200$  points total **\*Note these are the only assignments you will be required to record video for.**

Just a quick note on writing: Everyone has an opinion but far fewer have an actual position. If you have an opinion and are searching for a position then you need evidence, research and reasoned arguments (personal anecdotes, stories, and experiences are not enough - they can be used to illustrate a point but not MAKE the point). Maybe you don't have a position yet but you have questions - that is good too. In short, this forum is set up to encourage thoughtful and insightful conversation - academic conversation.

**Examinations:** Final Exam worth 200 points-Multiple Choice, Short Answer and Essay. Respondus Examination System will be utilized. Please see above.

**Quizzes:** You will have a weekly chapter quiz worth 20 points each. 7 Quizzes total  $7 \times 20 \text{ points} = 140$  Total

**Chapter Readings:** It is important to read all the chapters specified as they will be discussed in detail in “In Class Discussions”. Exam and Quiz questions come directly from your text and lecture notes. You will want to Read all assigned reading in order to fully grasp Historical Content.

## **Grading Summary:**

Chapter Outlines: 140 points total

“In-Class Discussion”: 240 points total  
Weekly Video Reflections (Written) 140 points total  
Reflection Papers: 100 points total  
Weekly Quizzes: 140 Points total  
Group Discussions: 200 points total  
Final Exam: 200 Points total

**Course Total: 1160 Total**

### **Grading Scale**

<b>GPA</b>	<b>GRADE RANGE</b>
4.0	94-100%
3.5	89-93%
3.0	84-88%
2.5	78-83%
2.0	72-77%
1.5	66-71%
1.0	60-65%
0.5	55-59%
0.0	0-54%

### **Failure**

Any circumstances under which a student could be dismissed from or failed in the course that is not covered in other college publications. In pass/fail courses, a listing of minimal competencies.

### **Academic Honesty Policy**

Academic Honesty is defined as ethical behavior that includes student production of their own work and not representing others' work as their own, by cheating or by helping others to do so.

### **Plagiarism**

Plagiarism is defined as the failure to give credit for the use of material from outside sources. Plagiarism includes but is not limited to:

- Submitting other's work as your own
- Using data, illustrations, pictures, quotations, or paraphrases from other sources without adequate documentation
- Reusing significant, identical or nearly identical portions of one's own prior work without acknowledging that one is doing so or without citing this original work (self-plagiarism)

## **Cheating**

Cheating is defined as obtaining answers/material from an outside source without authorization. Cheating includes, but is not limited to:

- Plagiarizing in any form
- Using notes/books/electronic material without authorization
- Copying
- Submitting others' work as your own or submitting your work for others
- Altering graded work
- Falsifying data
- Exhibiting other behaviors generally considered unethical
- Allowing your work to be submitted by others

## **Accessibility**

Jackson College understands that cultivating a broadly diverse community is crucial to our educational mission and to our foundational commitment to leadership and service. Jackson College is fully committed to ensuring our courses are accessible to everyone including those with disabilities. We are currently working to increase accessibility and usability of our course materials in order to meet or exceed the requirements of Section 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1991 and Web Content Accessibility Guidelines (WCAG) 2.0. For more information about Jackson College's efforts to ensure accessibility please visit the [Jackson College accessibility web page](#).

If you have an accessibility need in any of our classes please e-mail the Center for Student Success at [JCCSS@jccmi.edu](mailto:JCCSS@jccmi.edu) or visit the [Center for Student Success web page](#).

At the Center for Student Success (CSS), we are committed to providing all students the opportunity to achieve academic success by providing a variety of support services free of charge to Jackson College students. This includes, but is not limited to, peer and faculty tutoring, mental health referral, temporary assistance with transportation, various workshops/seminars, and the TRIO program.

In addition, the CSS staff is committed to adapting the College's general services to meet the individual needs of otherwise qualified students with disabilities, for the purpose of providing equal access to all programs and facilities.

## **Course Management:**

Students should be aware of the withdrawal policy in which you can withdraw from a course in needed.

## **Makeup Policy:**

Instructor will accept makeup at their discretion. If you are unable to submit an assignment please inform me as soon as possible.

## Help

Jackson College has so many underutilized resources! Visit this link to explore [Jackson College Resources](#)

## Academic Advising

It is important to contact a Center for Student Success professional prior to the start of the semester in order to receive accommodations in a timely manner. While we will make every effort to coordinate accommodations in a timely manner, failure to self-identify prior to the start of the semester may delay notification to instructors and the timeliness of acquiring accommodations. Accommodations do not automatically carry over to the next semester. Please e-mail [JCCSS@jccmi.edu](mailto:JCCSS@jccmi.edu) or visit the [Accommodations for Students with Disabilities](#) web page

## Student Responsibilities

1. Complete all required chapter reading
2. Participate actively in an online course
3. To log in to JetNet regularly
4. Check email daily for any announcements
5. Submit work by the Friday and Sunday deadlines
6. To engage and critically think about content
7. Respect all peers and instructor

## Attendance- Participation Policy

Regular class participation and keeping up on the reading and assignments is strongly correlated with survival in college. It is my recommendation that you plan to do your assignments and take your exams BEFORE the last day they are due. If problems occur, there is time to fix them before the deadline.

In compliance with Federal Title IV funding requirements, as well as college initiatives, I will be monitoring student participation on a regular basis and officially reporting student activity throughout the term to assure compliance with college policy and federal regulations. It is imperative that you log in to the course and actively participate within the first couple of days of the term to validate your enrollment in the course. After that, not actively participating in class may result in you being withdrawn from the course. Being withdrawn from a course can have an impact on financial aid, billing, athletic eligibility, and housing status. As a college student you are responsible for how your participation impacts your academic progress; the accountability lies with you.

## Caveat

Please note: The format and timing of this course may need to change due to unforeseen circumstances. In particular: school closings, instructor illness, weather, or other situations that may arise. If you are taking an in -person class, you will be required to complete a Reintegration Video Training course in JetNet

prior to being admitted to campus.

All COVID safety

protocols in place are based on current guidelines and will be enforced while students are on campus.

### Calendar

A partial or complete list of dates or class periods for the course. Within the calendar on specific days are: Assignments, readings, homework, exercises, performances, quizzes, topics, subject matter, skills, chapter titles, discussion topics, tests, comprehensive exams, due dates for major papers or performances. Add or remove columns as necessary to suit your course.

*\*Also include a statement that calendar timelines and assignments are an approximation and could be changed.*

Week 1	<p style="text-align: center;"><b>Agenda</b></p> <ul style="list-style-type: none"><li>● Introductions, Syllabus, Overview of Course Expectations and Course Schedule</li><li>● Review of the Civil War</li><li>● Chapter 17: The Era of Reconstruction, 1865-1877 Business and Labor in the Industrial Era, 1860-1900</li><li>● Chapter 18: The New South and the New West 1865-1900</li></ul>	<p><b>Reading: Chapters 17-18</b> <b>Due Friday: 3/18</b></p> <ul style="list-style-type: none"><li>● <b>All Initial Discussion Posts</b></li></ul> <p><b>Due Sunday: 3/20</b></p> <ul style="list-style-type: none"><li>● <b>Syllabus Quiz</b></li><li>● <b>Chapter Outline</b></li><li>● <b>Peer Responses</b></li><li>● <b>Weekly Chapter Quizzes</b></li></ul>
Week 2	<ul style="list-style-type: none"><li>● Chapter 19: Political Stalemate and Rural Revolt, 1865-1900</li><li>● Chapter 20: Seizing an American Empire, 1865-1913</li><li>● Chapter 21: The Progressive Era, 1890-1920</li></ul>	<p><b>Reading: Chapters 19-21</b> <b>Due Friday: 3/25</b></p> <ul style="list-style-type: none"><li>● <b>All Initial Discussion Posts</b></li></ul> <p><b>Due Sunday: 3/27</b></p> <ul style="list-style-type: none"><li>● <b>Reflection Paper #1</b></li><li>● <b>Chapter Outline</b></li><li>● <b>Peer Responses</b></li><li>● <b>Weekly Chapter Quiz</b></li></ul>
Week 3	<ul style="list-style-type: none"><li>● Chapter 22: America and the Great War, 1914-1920</li><li>● Chapter 23: A Clash of Cultures,</li></ul>	<p><b>Reading: Chapters-22 &amp; 23</b> <b>Due Friday: 4/1</b></p> <ul style="list-style-type: none"><li>● <b>All Initial Discussion Posts</b></li></ul>

	1920-1929-Independently Outline	<b>Due Sunday: 4/3</b> <ul style="list-style-type: none"> <li>• Chapter Outline</li> <li>• Peer Responses</li> <li>• Weekly Chapter Quiz</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>• Chapter 24: Reactionary 20's</li> <li>• Chapter 25: The Great Depression, 1929-1939</li> <li>• Trivia Exam Review (via-big blue button?)</li> <li>• Midterm (2nd part of class)-Chapters 17-25</li> </ul>	<b>Read: Chapter 26, 27</b>  <b>Due Friday: 4/8</b> <ul style="list-style-type: none"> <li>• All Initial Discussion Posts</li> </ul> <b>Due Sunday: 4/10</b> <ul style="list-style-type: none"> <li>• Chapter Outline</li> <li>• Peer Responses</li> <li>• Weekly Chapter Quiz</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>• Chapter 26: The Second World War, 1933-1945</li> <li>• Chapter 27: The Cold War and the Fair Deal, 1945-1952</li> </ul>	<b>Reading Chapters 26 &amp; 27</b> <b>Due Friday: 4/15</b> <ul style="list-style-type: none"> <li>• All Initial Discussion Posts</li> </ul> <b>Due Sunday: 4/17</b> <ul style="list-style-type: none"> <li>• Chapter Outline</li> <li>• Peer Responses</li> <li>• Weekly Chapter Quiz</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>• Chapter 28: Cold War America, 1950-1959</li> <li>• Chapter 29: A New Frontier and a Great Society, 1960-1968</li> <li>• Chapter 30: Rebellion and Reaction, 1960s and 1970s</li> <li>• <b>ONLINE LECTURE ASSIGNMENT: CHAPTER 31</b></li> </ul>	<b>Reading: Chapter 28, 29 &amp; 30</b> <b>Due Friday: 4/22</b> <ul style="list-style-type: none"> <li>• All Initial Discussion Posts</li> </ul> <b>Due Sunday: 4/24</b> <ul style="list-style-type: none"> <li>• Reflection Paper #2</li> <li>• Chapter Outline</li> <li>• Peer Responses</li> <li>• Weekly Chapter Quiz</li> </ul>

Week 7	<ul style="list-style-type: none"> <li>Chapter 32: Twenty-First-Century America, 1993-Present: Video Watch in class or</li> </ul>	<p><b>Due Friday: 4/30</b></p> <ul style="list-style-type: none"> <li><b>All Initial Discussion Posts</b></li> <li><b>Chapter Outline</b></li> <li><b>Peer Responses</b></li> <li><b>Weekly Chapter Quiz</b></li> </ul>
Final Exam	<p>Live Trivia Review! Extra Credit!!</p> <p>FINAL EXAM WEEK!</p>	<p><b>Live Trivia times: TBA</b></p> <p><b>Final Exam: DUE 4/30 by MIDNIGHT</b></p>