



HIST 1020 - American History Since 1877

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HIST 1020 - American History Since 1877

Harding University
College of Arts and Humanities
3 Credit Hours

Instructor: Jared Dockery

Campus Office: Ganus 124 B

Campus Office Hours: MWF 9-10:15; T/TR 9:30-11:15 AM

Virtual Office Hours: MWF 2:00-3:00 PM

Semester/Term: Spring 2021

Course Location: Online

Phone (office): 501-279-5116

Email: jndockery@harding.edu

Course Information

Course Communication Protocols

Students are responsible for regularly checking our Canvas site for messages, links, and files from me. Please communicate with me using the Canvas messaging system (preferred), or by emailing me at jndockery@harding.edu. If you email me, do so from your Harding email address for security purposes.

If you are on campus, you may visit me in person during campus office hours. Please make an appointment first.

Otherwise, you may email me or message me through the Canvas messenger. I will prioritize answering messages during my campus and virtual office hours. Messages received after 3:00 p.m. on Friday may not be answered until the following Monday.

My goal is to grade each assignment no later than one week from its submission deadline (or actual submission date, whichever is later).

Netiquette

As servants of Christ, we must know how to address each other via all methods of communication - whether online or on-ground. We realize that in an online classroom, students may be across the globe - all the more reason to state what to expect when communicating online. When it comes to our communication, let's remember the

following: Harding University is a Christian university and expectations are that the relationship and communication style between one another should reflect Harding's Christian mission.

Please be kind and respectful when communicating with either me or your fellow students.

University Mission Statement

Harding's [mission](#) is to provide a quality education that will lead to an understanding and philosophy of life consistent with Christian ideals. This involves the following goals:

1. **Generally, the integration of faith, learning and living** - developing the whole person through a commitment to Christ and to the Bible as the Word of God, an emphasis on lifelong intellectual growth, and the encouragement of Christian service and world missions through a servant-leadership lifestyle.
2. **Specifically, the development of Christian scholarship** - while acknowledging dependence on God, stressing Christian commitment to intellectual excellence through a strong liberal arts foundation and effective professional preparation.
3. **The promotion of Christian ethics** - creating an atmosphere that emphasizes integrity and purity of thought and action.
4. **The development of lasting relationships** - fostering personal and social relationships through interaction among faculty, staff and students; and stressing a lifelong commitment to marriage and the Christian family.
5. **The promotion of wellness** - emphasizing that the body is the temple of the Holy Spirit and that lifetime health habits contribute to a better quality of life.
6. **The promotion of citizenship within a global perspective** - developing a Christian understanding of and respect for other cultures through an emphasis on liberty and justice.

Department Mission Statement

The mission of the Department of History and Political Science is to provide a quality, Christ-honoring instruction in the study of the past, politics, and public life that enables students to perceive the meaning, and determine the context, of societal issues.

Catalog Description

This course provides a survey of American history from Reconstruction to the present.

Integration of Faith and Learning Statement

Among other goals, this course will examine the role that religion, particularly Christianity, has played in American history since 1877.

Prerequisites

None.

Course Rationale

American history is an essential class in a well-rounded liberal arts education. Studying the past reminds us of how blessed we are, helps us better understand human nature, and allows us to gain wisdom from those who went before us.

Required Course Materials

The main textbook is Thomas S. Kidd's *American History: Volume 2, Since 1877*. Online access to this book will be provided free of charge through the Library website. Students who prefer to own their own copy may purchase one from Amazon, etc. (Note that the Kindle version is much cheaper than the paperback.)

Students must purchase *American Heritage: A Reader*, published by the Hillsdale College Press. This book is available on Amazon. I highly recommend purchasing the Kindle version rather than the paperback, because it is much cheaper.

Textbook Rationale

Kidd's *American History* textbook, which is freely available online, will provide the foundation for our course. The *American Heritage: A Reader*, which is quite inexpensive if you purchase the Kindle version, will provide supplemental readings.

Other Course Materials

All other required readings, documentaries, movies, etc., will be provided electronically free of charge.

Learning Objectives

University Learning Outcomes (ULOs)

ULO 2: Students will demonstrate effective communication (e.g. written, non-written, spoken).

ULO 3: Students will examine issues, ideas, artifacts, and/or events in order to formulate or assess an opinion or conclusion.

ULO 5: Students will demonstrate a broad perspective on the context of the past and the development of ideas that enables them to understand and evaluate current issues.

ULO 6: Students will appreciate and produce work characterized by originality, imagination, or elegance in design or construction.

Program Learning Outcomes (PLOs)

American Studies

AS2 - Students will demonstrate knowledge of the foundations, processes, institutions, and actors operating at the local, state, and national levels of the political and economic system. (*See ULO 2, ULO 3, ULO5, ULO6.*)

AS3 - Students will be able to read critically and analyze American history, institutions, culture, and thought to understand the ways in which the American Experience has been, and continues to be, constructed and transmitted. (*See ULO 2, ULO 3, ULO5, ULO6.*)

History

H2 – Students will develop a breadth of historical knowledge in American, European, and World history. (*See ULO 2, ULO 3, ULO5, ULO6.*)

H3 – Students will recognize that historical events and ideas are the result of a multiplicity of factors interacting over time. (*See ULO 2, ULO 3, ULO5, ULO6.*)

H4 – Students will analyze the ways in which the historical narrative is a factor of both continuity and change. (*See ULO 2, ULO 3, ULO5, ULO6.*)

Social Science

SSN2 - Students will connect core content knowledge with its application to informed citizenry. (*See ULO5.*)

SSN3 – Students will develop a breadth of historical knowledge in order to explain complexity, continuity, and change. (*See ULO 2, ULO 3, ULO5, ULO6.*)

SSN4 - Students will demonstrate an understanding of the political, economic, geographic, and social systems operating at the local, national, and international levels. (See ULO 2, ULO 3, ULO5, ULO6.)

Social Science with Licensure

SSL2 - Students will master the essential content of the curricula (History, Political Science, Geography, Psychology, Sociology, and Economics) they may be expected to teach. (See ULO 2, ULO 3, ULO5, ULO6.)

SSL5 - Students will connect core content knowledge with its application to informed citizenry. (See ULO5.)

Course Learning Objectives (CLOs)

Upon completion of this course, you will be able to:

1. Identify major individuals, terms, and events associated with American history since 1877.
2. Identify ways Christianity has influenced American history since 1877.
3. Identify important social developments, including in the experiences of African Americans, since 1877.
4. Identify important political and economic developments in American history since 1877.
5. Identify important developments in American foreign policy since 1877.
6. Identify important developments in American military history since 1877.
7. Analyze movies as historical artifacts.

Module Learning Objectives (MLOs)

See “Learning Objectives and Assignments” page for each module.

Grading and Assignment Details

Grading Information

Assessments: Assessments will include tests and online discussions.

Course grading: Assessment of the knowledge, skills, and proficiency of each student for the purpose of assigning a letter grade at the completion of this course will be based on 540 points (see below):

Tests480 points*

Online Discussions.....45 points*

**Note these point totals are subject to change as circumstances demand.*

Grading scale: The student must attain 90 percent of the possible points for the semester to receive an A, 80 percent for a B, 70 percent for a C, or 60 percent for a D.

Late penalties: Canvas will automatically assess a late penalty of up to 5 percent per day for any late work.

Extra credit: None.

Feedback: Students will be allowed to see the correct answer on multiple choice questions after the test has been graded. Students receiving less than full credit on the online discussions will receive an explanation why.

Course Assignment Details

Textbook: Students will be expected to read chapters 16-30 of Thomas Kidd's *American History*.

Primary Sources: Students will be expected to read, listen to, or view primary sources that will be provided on Canvas or in *American Heritage: A Reader*.

Documentaries: Students will be expected to view documentaries that will be provided via Canvas.

Movies: Students will be required to watch the movies *Casablanca* and *It's A Wonderful Life*.

Recorded Lectures: Students will be expected to view recorded lectures that will be provided via Canvas.

Typed Lectures: Students will be expected to read typed lectures that will be provided via Canvas.

Study Guides: Students will be expected to answer the questions on the study guides and study them in preparation for the tests.

Tests: Tests will be used to assess student progress in the above assignments. (*See Course Grading, above.*)

Online Discussion: Online discussions will account for a significant portion of the semester grade. (*See Course Grading, above.*) Assessment of the student's interaction with the movies will occur in these online discussions.

Additional details regarding these assignments may be found in Canvas.

Participation/Attendance

This class is offered as an asynchronous online class. Students are expected to complete all preparation work, and to take tests and participate in online discussions by the deadlines specified. Penalties will be assessed for late work. Failure to complete an assignment will result in a zero on the assignment.

All tests and online discussions will be made available well in advance, so students who know they are going to be unable to complete the assignment on its final due date should complete it in advance.

Requests for extensions because of internet failure or medical reasons will be considered on a case-by-case basis.

Attendance Policy: [Harding University Attendance Policy](#)

Submitting Assignments

All tests will be taken in Canvas. All online discussions will take place in Canvas.

Rubric (Evaluation Criteria)

Rubrics for essay questions will be found on Canvas.

Technology Details

Technology Requirements

- This course requires that you have access to a computer that has internet capabilities. You are responsible for having a reliable computer and internet connection throughout the course.
- In order to take our tests, which will be monitored by the Proctorio secure browser software, you will need to use the web browser Google Chrome, with the Proctorio extension (which is a free download) installed.
- Chrome is the preferred browser for the other online activities of the course, as well. For a list of Canvas supported browsers, visit the [Canvas community](#) website.
- You must take your tests on a computer or tablet equipped with a webcam.
- You will need to have access to, and be able to use, a PDF reader, such as Adobe Acrobat or Macintosh Preview
- A word processor, such as Microsoft Word or Macintosh Pages, may be useful but is not required.

Technical Support

For technical assistance from 8:00 a.m. - 5:00 p.m., M-F, please contact the e-Learning Help Desk at

Phone: 501-279-5201

Email: elearning@harding.edu

Web: [E-Learning Web Address](#)

For Canvas assistance, search [Canvas Guides](#).

Technical Skills

The following foundational skills are expected of all students who access Canvas. This list represents a minimum expectation of your ability to function effectively in a technical environment.

1. Access Harding's Canvas and navigate course content
2. Written communication skills, email, attachments, uploading, and downloading capabilities
3. Online etiquette (netiquette), including privacy and security awareness
4. How to change browser / refresh a page / other basic computer tasks
5. Navigate the Internet for scholarly research
6. Utilize basic software / app programs needed for word processing, data analysis, and presentations

Learning Management System

Canvas is the Learning Management System (LMS) used in this course. Canvas sends an email confirmation to your Harding University email once an assignment is graded or an announcement is posted. Canvas can be accessed using [Harding's Canvas Login](#). For additional information relating to Canvas, including tutorials, and supported web browsers, please visit [Harding's IST Canvas page](#) or [Instructure Canvas Help Center](#).

Click here for [Instructure Canvas Accessibility](#) and [Privacy Policies](#).

Policies and Procedures

University Policies

Drop and Add Dates

- The last day to change your schedule or add a class is January 15.
- The last day to drop a class with a “W” on your transcript April 21.

For more information, see the [policy regarding drop/add](#).

University Assessment

Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all Criteria of Accreditation of the Higher Learning Commission as well as standards of many discipline-specific specialty accrediting agencies. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the academic units and the administrative and educational support units. Course-specific student learning outcomes contribute to student achievement of program-specific learning outcomes that support student achievement of holistic university learning outcomes. All academic units design annual assessment plans centered on measuring student achievement of program learning outcomes used to sequentially improve teaching and learning processes. Additionally, a holistic assessment of student achievement of university learning outcomes is coordinated by the university Director of Assessment used to spur continuous improvement of teaching and learning.

Students with Disabilities Accommodations

It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Office of Disability Services and Educational Access at the *beginning* of each semester. If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Office of Disability Services and Educational Access *as soon as possible* in order to get academic accommodations in place for the remainder of the semester. The Office of Disability Services and Educational Access is located in Room 226 in the Student Center, telephone, (501) 279-4019.

Since some students in online courses will not have access to the Office of Disability Services and Educational Access located on the Searcy campus, the student must self-identify with the instructor of the course and submit documentation by fax (501-279-5702) or mail (915 E. Market Ave., Box 12268, Searcy, AR 72149-5615) to the Office of Disability Services and Educational Access on the Searcy campus. The necessary forms are available at the [Student Life Disabilities Services Website](#). Upon receiving the appropriate documentation approved by ADA guidelines, academic accommodations may be set up by the instructor via a telephone conference with the Director of Disability Services and Educational Access. If you have questions, please contact the Office of Disability Services and Educational Access at DisabilityServices@harding.edu or (501) 279-4019.

Since students on an international campus will not have access to the Office of Disability Services and Educational Access located on Harding University's Searcy campus, the student must self-identify with the International Studies office prior to being accepted for a semester abroad. Reasonable academic accommodations (e.g. extended time on tests, a quiet room/no distractions for testing, etc.) may be made by the faculty on an international campus. However, a doctor's statement will be required for a physical or psychological disability stating that the student is capable of fully participating in the rigorous travel itinerary (group and independent travel) as well as intense academics the semester he/she is abroad.

Code of Academic Conduct

Students of Harding University are expected to be honorable and to observe standards of academic conduct appropriate to a community of Christian scholars. Harding University expects from its students a higher standard of conduct than the minimum required to avoid discipline. Harding expects its students to conduct themselves as responsible citizens in a Christian community. Enrollment at the University is viewed as a privilege that brings the attendant responsibilities and accountability. In order to encourage Christian living and growth, the University administers a student Code of Conduct. This code is provided to every student upon enrollment.

Upon registration to the University, students acknowledge and agree to abide by this code. Harding University reserves the right to refuse admission or dismiss students whose lifestyle is not consistent with the Christian principles for which Harding stands; and when the general welfare of the institution requires such action. Students

suspended for disciplinary reasons during a semester may receive a grade of “F” in all courses for that semester. Please visit the appropriate Harding University Student Handbook ([undergraduate](#) or [graduate/professional](#)) for further details.

Academic Integrity Policy

The goal of academic integrity is to achieve the highest level of integrity without need to invoke procedures or sanctions. To approach that goal, faculty must communicate forthrightly and persuasively to students the importance of academic honesty. Please plan to spend at least a few minutes of your first class meeting each semester enunciating the basic principles you expect to see enacted, and please reinforce this message in your syllabus. A simple statement such as one of the following would suffice:

Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same.

Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Director of Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the [Harding University catalog](#).

Tests are closed note, so students should not consult their notes, textbooks, or any outside source while taking them.

The posts you make in the online discussions need to be in your own words. You should not copy and paste other people’s words. You may consult other sources before answering, however. If you do, please provide the link or other citation for these sources in your reply.

Referencing Information

If you need to provide a citation reference to something in one of the online discussions, you may use Chicago/Turabian footnotes, APA Style, or any other that provides the necessary information.

Student Declaration

Submitting an electronic document at Harding University constitutes an agreement with the following declaration:

- I affirm that the work submitted is of my own accord, is original, and contains the necessary and appropriate citations, where the work is of another source.
- I affirm that this assignment has not previously been submitted in any form.
- When submitting assignments to Turnitin, I acknowledge and adhere to its disclaimer statements.
- To uphold Harding University's [Academic Integrity Covenant](#)

Academic Grievance Policy

If a student believes that he or she has reason to question the decision of a faculty member with regard to the final grade received in a course or the denial of academic progression, a procedure has been established to resolve the grievance.

The student must initiate the written Academic Grievance Appeal within five business days after notification of the final grade in Pipeline or notification of denial of academic progression. In cases of both course grade and academic progression appeals, students are encouraged to first engage the involved faculty member in a good faith discussion (in person or via telephone or email) as the first step in resolving any concerns. If resolution is not achieved, a student may submit a written academic grievance by following the [policy set forth in the Harding University catalog](#). All students should be familiar with this policy.

Time Management Expectations

For every course credit hour, the typical student should expect to spend at least forty-five clock hours of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least one hundred thirty-five hours dedicated to the course.

Dress Code

You must adhere to the [dress code](#) for all work done in a course, where either a static or video image of yourself is submitted.

Course Policies

Course Academic Conduct

All acts of dishonesty in any academic work constitute academic misconduct. As a student of Harding University, you should avoid all cases that will be construed as academic misconduct. This includes, but is not necessarily limited to, the following:

1. *Cheating*: Use or attempted use of unauthorized materials, information, or study aids in any academic exercise.
2. *Plagiarism*: Representing the words, ideas, or data of another as your own in any academic exercise.
3. *Fabrication*: Falsification or unauthorized invention of any information or citation in an academic exercise.
4. *Aiding and Abetting Academic Dishonesty*: Intentionally helping or attempting to help another student commit an act of academic dishonesty.
5. *Conduct unbecoming a professional while participating in a practicum, internship, field experience, or any similar academic experience*: Conduct unbecoming a professional includes, but is not limited to, standards of conduct stated in any Harding University student handbooks as well as standards and codes of conduct associated with professional organizations related to the student's academic discipline.
6. *Respect*: Students are expected to respect other classmates' opinions and ideas at all times. Since online students cannot see body language and other nonverbal cues, it is essential to word comments carefully and to refrain from such things as sarcasm, which can be taken negatively in the online world. Read posts for content and then read posts for context. If the message can be taken negatively in any way, the suggestion is to re-word the post until you are sure that it will not be taken defensively. Another key issue is to refrain from certain discussions that evoke strong reaction. This may include such things as:
 - Stereotypes of any nature, whether it be profession or class of people
 - Politics, no matter your personal leanings, respect should be shown in differences of opinions and ideas
7. *Lurking*: Lurking is when a student signs on and reads the messages and does not post to the classroom. There are many reasons why a student may do this. Some students may feel uncomfortable sharing views in an open forum, may be unsure of the materials being covered, and/or may not want to say the same or similar things that other students have already posted. Discuss these issues with your instructor. Posting [x] out of [x] days is essential to learning and to passing an online class. Lurking is not

counted as participation and will only lower your grade. Your instructor may be able to assist you in overcoming or resolving any issue that may drive lurking behavior.

8. *Drifting*: Drifting occurs when the discussion goes in another direction than expected. Drifting is normal and encouraged in the online environment. However, the drifting must be related to academics and the materials discussed in the classroom. The instructor will encourage positive drifting, but will discourage inappropriate drifting and may ask students to take it to the CHAT room or to discuss it through personal email. Inappropriate drift will not be counted toward the participation grade.

Canvas or Internet Outage Policy

As a learner, you must be able to manage technical difficulties such as power outages, connection problems, and other technical issues. Technology will sometimes fail. For this reason, it is advisable to complete your assigned work prior to the due date.

Instructor

If your instructor experiences power outage, Internet service outage, LMS (Canvas) or other technical issues that significantly affect the timing of distributing online assignments, grading assignments, or significantly interferes with communicating with students, adjustments to due dates will be made.

Student

If you experience power outage, Internet service outage, LMS (Canvas) or other technical issues, nonetheless you are held responsible for completing your assigned work in a timely manner. Harding University is not responsible for the student's access to a working computer or reliable Internet service. Internet outage or having computer issues is not an excuse for late work. A backup plan for reliable Internet service and working computer is prudent.

Testing Issues

If you experience issues with Internet connection, power outage, computer, or LMS (Canvas) and are unable to complete or submit a test, do not panic. Your first step is to contact your instructor who will provide you instructions on how to proceed. You may also report a problem to the E-learning help desk (501-279-5201). Response time is dependent on the time of day. The E-learning help desk is manned Monday through Friday from 8:00 am – 5:00 pm.

Inclement Weather

Not applicable, since this is an online class.

Academic Support Services

Harding offers a wide variety of academic support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

- [Library](#)
- [Testing](#)
- [Tutoring](#)
- [Writing Center](#)

Student Support Services

Harding offers a wide variety of student support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

- [Advising](#)
- [Registration](#)
- [Financial Aid](#)
- [Student Life](#)
- [Counseling](#)
- [Career Services](#)

Changes to Syllabus Notice

The instructor reserves the right to modify and update any part of the syllabus where necessary. It is your responsibility to stay up to date with any changes communicated by the professor.

References

American Psychological Association Website. (2014). Retrieved from <https://www.apa.org/about/apa/archives/apa-history.aspx>