

# HIS 2060 – American Civilization II

## Shorter University

### Course Description:

Beginning with the post-Civil War era and continuing through to the present, this course explores the economic, political, cultural, and intellectual forces that transformed the United States into a modern nation. Using a variety of historical sources, this course examines questions

of race, gender, and class as the United States grew into an industrial power and, later, a world power during this period. The outlines of modern America took shape gradually, beginning with changes set in motion by emancipation and the industrial revolution and subsequently accelerated or redirected by larger events or movements, such as Progressivism, the New Deal, World War II, the Cold War, the Civil Rights Movement, and the technological revolution of the past generation. This class will examine these changes to gain a better understanding of the historical development of America and to ask whether or not these changes have helped or hindered the American people in living up to the values and ideals of the American Republic first proclaimed by its founders.

### Required Text:

We will have a textbook consisting of two choices: the traditional history textbook listed below or that book's "e-book" version (see link below). The e-book version is just like the textbook but available online and could be read from your own computer. The e-book is half as much money as the traditional one. The book will be a major component of this class so be sure to get either the e-book or the traditional book.

**The American Past: A Survey of American History, Volume II: Since 1865, 9th Edition**  
Conlin, Publisher: Wadsworth, Copyright year: © 2010 Pages: 534

**eText: ISBN-10 1-4390-2352-2, ISBN-13 978-1-4390-2352-5**

**Print: ISBN-10 0-495-57289-6 ISBN-13 978-0-495-57289-3**

**The e-textbook link:**

<https://www.vitalsource.com/products/the-american-past-a-survey-of-american-history-joseph-r-conlin-v9781285629445>

**There are three components to this class: The writing assignments which make up 60% of the total grade, the weekly quizzes which make up 25% of the total grade and the forum chat which makes up 15% of the total grade.**

## Writing assignments

You will be doing reading and providing analysis of the textbook and videos and/or documents posted on Canvas. In other words, each week you will be responsible to read chapters from the text book, read other documents on Canvas, and/or watch video(s) on Canvas. I will post assignments with questions, which you must type answers to in sentences and paragraphs (unless instructed otherwise) in response to what you have read or watched. You will upload your completed assignments on Canvas each week for me to grade. I view the answers you provide like answers to an open-book test or quiz. All the work is to be done by you individually. Each week's work is due by Friday at 11:55 pm but may be turned in anytime during the week it is due.

## Quizzes

Each week there will be a 10 question quiz over the assigned reading. Once you begin the quiz you will have 15 minutes to complete the quiz. The quizzes only have questions regarding material from the assigned reading from the textbook for that week. They do not cover material from the forums.

## Forums

In addition to the weekly writing assignments and quiz, there will be a forum discussion/chat based around providing comments on a question(s) provided for the students. Each student must provide at least two comments per week on the forum discussions. These can be either initial discussion points or responses to other's comments. Please be respectful of other's ideas and thoughts. Forum comments will be graded on the level of analysis and comprehension.

## Tips for Success

Consider reading all the questions for the week before you read the text book, read the Canvas documents, or watch the videos. The textbook questions are generally in chronological order (the first questions usually relate to the beginning of each chapter). Also, you might want to read the questions and write responses as you read the textbook instead of reading the whole chapter and then writing your responses.

I would strongly suggest you break up the reading throughout the week and avoid trying to read and write the whole week's assignment in one sitting. You might consider reading a 10-15 page section and writing the responses to the questions that pertain to that section on one day. Then proceed with a similar schedule 3 or 4 times throughout the week in order to make the assignments more manageable. Be sure to save (and back up) all your work so as to not accidentally lose it due to a computer crashing. Also, you may want to take the quiz immediately after you have completed the writing assignment.

## Plagiarism

Although based on the reading you have done, the written responses you provide must be your own writing. In other words, you should not copy and paste from the textbook, the internet, or another source. Taking someone else's ideas (theories, facts, research) without giving them credit is plagiarism. Taking someone else's words and using them as your own (such as cutting

and pasting from the internet or taking someone else's sentences – changing a few words – and pretending it is your own work) also constitutes plagiarism. In addition, you cannot work with another student and turn in group assignments. All the work is to be done by you individually. Failing to provide your own work will result in a failing grade.

## Turnitin

Please be advised that on all of the assignments I will be using Turnitin software. (see: <http://turnitin.com/static/index.php>) Among other things, this program will check all the assignments against internet sources and previous assignments in this class. Turnitin checks the originality of your work.

## Late Work

On each written assignment, there will be a 5%-point deduction per day for late work, which is roughly half of a letter grade per day late (Monday through Sunday). For example, the writing assignment is due on Friday but it is turned in on Monday then the highest possible score for that late assignment would be 90%. Late work will not be accepted after 7 days from when it was due.

## Course evaluation

Writing assignments: 60%  
Weekly quizzes: 25%  
Forum chat: 15%

## Grading Scale:

A=90% of course requirements total or better;  
B=80-89 % of course requirements total;  
C=70-79% of above total;  
D= 60-69% of above total;  
F= below 60% of course requirements total.

## Email Policy:

I check my email frequently and will respond to you when I receive an email. If I have not responded to you within 24 hours of when you sent an email, you may assume I did not receive your email. Please try to contact me again.

## Academic Dishonesty:

Plagiarism and cheating constitute academic dishonesty and result in a failing grade. All writing assignments should be in the students own words and not taken from another source.

## Course Calendar

Week 1, Assignment due on Friday

Week 2, Assignment due on Friday

Week 3, Assignment due on Friday

Week 4, Assignment due on Friday 4

Week 5, Assignment due on Friday

Week 6, Assignment due on Friday

Week 7, Assignment due on Friday

Week 8 Assignment due on Friday

## **Student Outcomes**

1. Students will demonstrate the ability to identify historical, scientific, and cultural bases for contemporary civilization through the application of concepts, ideas, terms, and facts to key historic events (Dept. Outcomes 1, 2, 5; Shorter Educational Principles I, II, IV).
2. Students will demonstrate knowledge of human social, political, cultural, and intellectual systems  
(Dept. Outcomes 1, 2, 5; Shorter Educational Principles I, II, IV).
3. Students will develop an awareness of the diversity of human experiences and of human relationships. (Dept. Outcomes 1, 2, 5; Shorter Educational Principles I, II, IV).
4. Students will demonstrate multicultural and global awareness (Dept. Outcomes 1, 2, 5; Shorter Educational Principles I, II, IV)
5. Students will demonstrate the ability to write clearly and concisely (Dept. Outcome 3; Shorter Educational Principle III).

## **Social Science Department Mission & Student Outcomes (adopted 11/24/09)**

Mission Statement: To educate students at the undergraduate level in the programs of History, International Studies, Political Science, Psychology, and Sociology, to prepare them for various careers and life in the 21st century. Our common focus is the study of people in terms of their individual or group lives, their history and culture, and the social structures in which they live. The department adheres to the researcher-practitioner model, providing an understanding of the theories, research, and skills required for life after college as "world citizens" possessing a knowledge base that will enable them to think critically, communicate effectively, understand the histories and cultures of various regions of the world, and become responsible citizens.

## **Departmental Student Learning Outcomes**

1. Knowledge of theory and basic research 5  
Majors will demonstrate understanding of the theories and basic research issues of their

discipline. (Shorter Educational Principle I, IV)

2. Critical thinking and problem solving

Majors will demonstrate competency in critical thinking and problem solving related to disciplinary issues. (Shorter Educational Principle I)

3. Communication skills

Majors will demonstrate competency in written and oral communication. (Shorter Educational Principle III)

4. Research skills

Majors will demonstrate knowledge and application of research skills including evaluation and interpretation of data. (Shorter Educational Principle III)

5. Awareness of diversity and values

Majors will be aware of and sensitive to human diversity and the values and beliefs that bind societies together and make them distinct from each other. (Shorter Educational Principle II)

6. Ethical and responsible citizenship

Majors will demonstrate knowledge of ethical professional behavior and act as responsible members of society and of the world community. (Shorter Educational Principle V)

### ***History Education Program Alignment***

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The following NCSS content standards are addressed in HIS 2060:

1.2 Time, Continuity, and Change

1.8 Science, Technology, and Society

The following GACE II history test subareas are addressed in HIS 2060:

TEST I-1. HISTORICAL CONCEPTS AND SKILLS

-Understand important historical terms, concepts, and perspectives

-Understand social science skills to locate, analyze, and synthesize information related to historical topics

TEST I-3. WORLD HISTORY 1500 TO THE PRESENT

-Understand the effects of industrialization, the rise of nationalism, major characteristics of imperialism, the causes and global effects of World War I, major developments of the interwar period, and the causes and consequences of World War II

- Understand decolonization of Africa and Asia, the origins and course of the Cold War, major world developments since the 1960s, and the importance of globalization in the contemporary world

TEST II-1. U.S. HISTORY TO 1914

-Understand the origins, events, and effects of the Civil War and Reconstruction and the growth and development of the United States through the beginning of the twentieth century

TEST II-2. U.S. HISTORY 1914 TO THE PRESENT 6

-Understand the origins, events, and effects of U.S. involvement in World Wars I and II, and major political, cultural, and economic developments in the United States between 1914 and 1945

-Understand political, economic, and cultural developments in the United States between 1945 and 1968

-Understand political, economic, and cultural developments in the United States since 1968

# Academic Integrity Policy

## A Community of Honor

As a liberal arts university committed to the Christian faith, Shorter University seeks to develop ethical men and women of disciplined, creative minds and lives that focus on leadership, service and learning. The Honor System of Shorter University is designed to provide an academic community of trust in which students can enjoy the opportunity to grow both intellectually and personally. For these purposes, the following rules and guidelines will be applied.

## Academic Dishonesty

"Academic Dishonesty" is the transfer, receipt, or use of academic information, or the attempted transfer, receipt, or use of academic information in a manner not authorized by the instructor or by university rules. It includes, but is not limited to, cheating and plagiarism as well as aiding or encouraging another to commit academic dishonesty.

"Cheating" is defined as wrongfully giving, taking, or presenting any information or material borrowed from another source - including the Internet by a student with the intent of aiding himself or another on academic work. This includes, but is not limited to a test, examination, presentation, experiment or any written assignment, which is considered in any way in the determination of the final grade.

"Plagiarism" is the taking or attempted taking of an idea, a writing, a graphic, musical composition, art or datum of another without giving proper credit and presenting or attempting to present it as one's own. It is also taking written materials of one's own that have been used for a previous course assignment and using it without reference to it in its original form.

Students are encouraged to ask their instructor(s) for clarification regarding their academic dishonesty standards.

## Procedure

A. It is the responsibility of an instructor to certify that academic assignments are independently mastered sufficiently to merit course credit. The responsibility of the student is to master academic assignments independently, refrain from acts of academic dishonesty, and refuse to aid or tolerate the academic dishonesty of others.

B. If an instructor determines that the student is guilty of academic dishonesty, the instructor must discuss the matter with the student. In the event the instructor cannot reach the student in a timely manner, such as when the student has gone home at the end of a semester, the instructor may assign a grade of "I" (Incomplete) until the student can be contacted and the matter of academic dishonesty discussed. The instructor then completes the "Academic Violation Form" (see *Appendix A*) which should include evidence and other necessary

documentation. The instructor will determine the appropriate remedy: either to assign a grade of zero on that assignment in question or a grade of "F" in the course. The student will designate whether he/she accepts the remedy for the violation of the dishonesty policy or wishes to appeal the instructor's decision. If a student elects to appeal, the "appeal due date" line must be completed on the Academic Violation Form. (See the Appeals section below for more information regarding the appeals process)

C. Upon completion, the instructor forwards the Academic Violation Form to the Registrar's for the placement in the student's permanent record. The Registrar will forward copies of the Academic Violation Form to the student, the faculty member, department chair, academic dean, dean of students, provost, and president. Not appealing when the form is first completed or by the appeal due date will be taken as an admission of guilt, except under compelling circumstances to be determined at the sole discretion of the provost.

D. If upon receipt of the Academic Violation Form the Registrar determines that the student is guilty of a second offense, then a grade of FD (Failure Due to Academic Dishonesty) will be assigned by the Registrar for the course regardless of the remedy specified on the Academic Violation Form. Assigning the FD is to be done by the Registrar when the second Academic Violation Form is placed in the student's record, and the Registrar will notify all parties in writing. The student is then permanently barred from membership in any honorary society and is permanently ineligible for any SU honor list. The student may petition the Academic Integrity Appeals Committee to have the dishonesty notation removed from the transcript after one year or upon graduating from the University if no additional dishonesty offenses occur and the student satisfactorily completes the Academic Integrity Program. The grade of F remains on the transcript. Upon receipt by the Registrar of a third offense, the Registrar will assign the grade of FD and then notify all parties. After all appeals are exhausted, if the third offense still stands, then the student will be permanently expelled from the University. The notice of expulsion will be forwarded to the student, department chair, appropriate academic dean, dean of students, provost, and president. A copy of the final report with the three offenses will become a part of the student's permanent record. The university reserves the right to expel the student after a first or second offense, depending on the circumstances and at the sole discretion of the provost.

## Appeals

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A. The student who wishes to appeal an academic violation charge should submit his/her appeal in writing to the chair of the appropriate department by the appeal due date indicated on the Academic Violation Form, which is normally within ten regularly scheduled class days after the completion date of the Academic Violation Form. This statement should contain the reasons for which the student is appealing the instructor's decision. The burden of proof lies with the student in such a case to show that an error or malfeasance has occurred. Within ten 27 regularly scheduled class days of receiving the written appeal, the department chair will notify in writing both the instructor and the student of the chair's decision. If the department chair is also the instructor who files the Academic Violation Form, then the student must appeal to the appropriate academic dean.

B. When, in the opinion of the department chair, the student fails to show reasonable cause for further investigation, the chair may deny the appeal without taking further action. When, in the opinion of the department chair, a student's appeal raises reasonable doubt as to whether a



mistake or malfeasance has occurred, the chair will meet with the faculty member and with the student and render a decision within ten regularly scheduled class days of the receipt of the appeal. If the decision favors granting the student's appeal, the department chair may request that the Registrar remove the Academic Violation Form from the student's record. The chair will notify both the student and the instructor of this action.

C. If the student files the initial appeal or elects to appeal the chair's decision during Maymester, Summer I, Summer II or during final exam week of the Fall or Spring semesters and if the instructor or department chair is not available during that time, all of the foregoing time requirements begin to run with the first day of class in the next major term. In extreme or unusual circumstances regarding the timeliness of the appeals process, the provost will make the final determination.

D. Any student who has exhausted the remedies open under the procedures outlined above may appeal the entire matter to the Academic Integrity Appeals Committee in writing within ten regularly scheduled class days of receiving the response from the department chair. Upon receipt of the appeal, the Academic Integrity Appeals Committee will review the matter and issue a decision within fifteen (15) regularly scheduled class days. The Academic Integrity Appeals Committee has the authority to deny the appeal, reduce the penalties in the event of extenuating circumstances, or direct the registrar to remove the record of the Academic Violation Form from the student's permanent record. The results of the Academic Integrity Appeals Committee are final.

E. All results from the proceedings of the Academic Dishonesty Appeals Committee should be reported to the appropriate academic dean, dean of students, provost, and president as information.

NOTE: During the appeals process, the student may continue to attend the class in which the violation occurred.

## Students Needing Accommodations

If you believe you are entitled to reasonable accommodation based on a documented disability (per The Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973), please contact Student Support Services at 706-233-7417 or visit <http://www.shorter.edu/disability-services> for more information.