Course Title: U.S. History, from 1865 to the Present
Course Code: History 112
Professor: Sarah C. Burns
Sarah.burns@canyons.edu
Format: 100% Online
Course Length: 5 Weeks (Summer); 16 Weeks (Fall and Spring)

Introduction
I have been teaching U.S. History at the college and university level for 22 years. My concentration within this discipline is Women’s History and African American History. I have two scholarly articles published in academic journals within these concentrations. I have also published an historical novel, now in its second rendition. Obviously, in any course I teach, you can expect an emphasis on diversity. I love to provide a broad but insightful spectrum of the American historical landscape.

Deportment/Protocol

It is my great desire that you participate in this online course with enthusiasm, communicating and commenting on the materials with other students and myself. However, there are special considerations to be taken into account in an online classroom. When you enroll in a college class, you should expect to be both challenged and inspired. However, you should also be expected to treat the experience with respect. In an online academic environment especially, you must remember that your typewritten word is the only communication vehicle between yourself, the instructor, and other classmates. Therefore, please guard against swear words, expressing insensitivity toward other peoples and ethnicities and—in general—any casual references which could easily be misconstrued. Also, avoid typing in all caps, as this is often interpreted as anger or screaming online.
Class Attendance and Participation

First, the good news! In the online classroom, hours of participation are very flexible. The reading assignments, quizzes, threads and responses are lined out in weekly units. As long as you have participated and submitted work within each weekly period, submitted by the due date, you are participating in a timely manner.

Second, the warning: If your participation is consistently late (the day after due date, or longer), your grade will be affected. Furthermore, the spirit of the classroom will be compromised. Please strive to participate in a timely manner, so that your fellow students may be enriched by your participation.

Course Description

History 112 is a survey course of Modern American History, starting with the Post Civil War Reconstruction Era, continuing to the present day. Taking in the struggles to reunite as one nation, and the deep chasms which developed over centuries (due to the economic, regional, and philosophical differences between North and South), you will witness the lingering effects of southern slavery upon the psyche of this country.

Moving through the late nineteenth century’s Gilded Age, into the Progressive Era of the early twentieth century, you will be expected to identify the causes of the staggering economic/lifestyle differences between America’s “have’s” and the “have-nots”. Observing the “Roaring Twenties,” you will also be expected to understand the connection between laissez faire politics (and economics) and the 1929 Stock Market Crash and ensuing Great Depression.

Furthermore, as we study the causation of two world wars, I will ask that you be keenly aware of the connection between these two devastating political disasters. Then following World War II, this country experienced a twenty-year sustained economic boon. What contributed to this transformation? How did America’s political stance against Communism lead the United States into the nuclear age and two very unpopular wars? Comparing the “Fabulous Fifties” to the “Scandalous Sixties,” in addition to the protests from minority groups, you will be expected to understand why a new generation insisted upon diversity and inclusion—especially on college campuses.

From “Camelot” to Viet Nam and through the Nixon, Carter and Reagan administrations, the dangers of the Cold War mentality and the world’s need and struggle to connect as one community will be discussed. From Desert Storm to the wars in Iraq, Afghanistan, and opposing Isis, where does America stand on the world stage?
Course Information

Getting Started in your Online Course:

If you have never taken an online course, please prepare yourself in advance by doing the following:

1) Check in with the Canvas Administrator, and establish your Canvas identification and password.

2) Be sure to take a Canvas tutorial, which is available online through the college website, clicking onto the “Canvas” link: http://www.canyons.edu/Offices/DistanceLearning/Pages/CanvasAccess.aspx

3) Once you have done the above, log into your course at the following website: https://coc.instructure.com/login/canvas

4) After logging in, find the title and CRN (course number) of your course. Click onto that link, and the course will open.

5) After the source opens up, you should visit the course “Syllabus” link first, so that you become aware of the entire course content and schedule. All links to course content will be found in the Course Menu, highlighted in the left column of the course.

6) After reading and understanding the Syllabus, you should also visit the “Modules” link, open Unit 1/Module 1 and become aware of the first assignment. You will begin all assignments under the “Modules” link: Units/Modules, discussion threads, quizzes, exams, additional Documents.

7) Your first discussion thread assignment is to visit the thread, “Personal Introductions.” This is also accessed under the “Modules” link, and is the first choice in the “Discussions” link. There, please post something about yourself. This sets a tone of collegiality, and allows you to meet your fellow classmates.

8) Finally, if you have any specific questions or concerns about this course, don’t hesitate to contact me at: sarah.burns@canyons.edu

Student Learning Outcomes:
By the end of the semester, students should be able to assess the causes and ramifications of social, cultural, political, and legal change in the United States, from the end of the Civil War to the present day.

**Student Learning Objectives:**

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

1. Appraise the social and political issues involved in Reconstruction, while comparing and contrasting various Reconstruction formats and evaluating the impact of the 13th, 14th, and 15th Amendments.
2. Analyze the catalysts for western settlement, and the troubles between “the establishment” and Native Americans, while assessing the validity of assimilation venues such as the Dawes Severalty Act and education.
3. Evaluate the ordeals and progress of laborers in America over time, and assess the impact of ethnocentrism on labor legislation.
4. Articulate the agenda of the populist movement and discern the impact of race on farmers’ alliances.
5. Assess progressivism’s political and social reforms, including the diminished role of machine politicians.
6. Appraise the reasons for, and results of, American involvement in international affairs, from the Spanish-American War through the two world wars. Discern the cultural prejudices that have had an impact on international affairs.
7. Explain the causes of the Great Depression, while comparing and contrasting Hoover’s and Roosevelt’s governments.
8. Analyze the causes and results of the Cold War.
10. Explain the causes and ongoing results of America’s African-American civil rights movement.
11. Appraise the cultural and political contributions of underrepresented populations.
12. Discern examples of national policies and practices at the local and state level, and explain the mutual impact of the nation and state upon each other.

**Textbook information**

Required Textbook: *America's History, by Henretta et. al., Volume II, Eighth Edition*

(See Below)
Other relevant course information

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Additional Resources

Canvas
The course can be accessed via Canvas at cv.canyons.edu on the first day of the course. Follow the login instructions at the bottom of the screen to log in. Here, you can also access Canvas user guides with helpful tips for navigating and using Canvas. For any Canvas related issues please call the Canvas Student Support line at (661)362-3344 during college business hours, or (877)889-9052 for 24/7 support.

Distance Learning
Check out the Distance Learning website for more information on a variety of topics that can help you be a successful online student such as: exam proctoring, learning styles, computer skills, and tips for student success. If this is your first online course, feel free to take our online learning readiness assessment to assess your skills.

The Learning Center (TLC)
The TLC provides FREE tutoring resource to COC students including:
- Face-to-face & ONLINE tutoring
- Testing Center: offers test proctoring services for courses that have required proctored exams
- Study Jam Review Sessions
- Computers with over 300 software programs
For more information visit the TLC Website.

Disabled Students Program & Services (DSPS)
College of the Canyons DSPS provides educational services and access for eligible students with documented disabilities who intend to pursue coursework at COC. A variety of programs and services are available which afford eligible students with disabilities the opportunity to participate fully in all aspects of the college programs and activities through appropriate and reasonable accommodations. For more information on their services visit the Disabled Students Program & Services website.

Online Counseling
The Counseling Department offers appointments online. You can schedule an appointment by visiting the Online Counseling website. Counselors can help you map out a plan to reach your educational goals as well as advise you on course selection and registration.