

*Parkland College*  
*HIS 105: History of the United States, 1877 to Present*  
*4 Credit Hours*  
*Spring, 2019*

Instructor: Aaron Walk  
Office (Online): Tuesdays from 1:00-2:00  
Office Location (D-186): By appointment.  
Phone: (217) 273-7530. This is my cell phone if students wish to text/speak with me.  
Email: [awalk@parkland.edu](mailto:awalk@parkland.edu)

Introduction

A Welcome from your Instructor

Welcome to the History of the United States from 1877 to the present (aka, HIS 105). Many times, when students think of history it is often times accompanied by thoughts of have having to memorize a bunch of names and dates. Indeed, these are important components to studying the field of history. However, so are concepts and themes and which play a significant role in helping students to develop a greater understanding of the past and how historical forces have come to shape our present. History is also a giant and since 1877 in the U.S. alone, there have been numerous developments we could analyze. However, it would be impossible for students to study all of them in the time frame we are given and equally impossible for me to effectively teach them. With that said, we cannot realistic cover every detail of American history within this scope. Instead, we will be narrowing it down to analyze specific themes, concepts, and individuals within this time frame. Doing so will a) make studying history a lot less overwhelming and b) allow students to gain a greater conceptual understanding of our past.

Parkland's Core Values

Parkland's core values encourage honesty and integrity, fairness and just treatment, responsibility, education, multiculturalism, and concern for the public trust. With this is Parkland's statement on civility which respects people and property, shows empathy and tolerance, demonstrates concern and fairness, employs critical thinking and patience, and accepts responsibility for ourselves.

Course Description

History 105 examines the social, political, and economic forces that have shaped American history from the 1877 to the Present. Important themes will include, but are not limited to race & gender relations, industrialism, expansionism, social revolution, popular culture, etc.

Global Emphasis

This course will have an emphasis on the global influences to the themes, concepts, events, and individuals on the history of the United States during this time frame. To satisfy this criterion, students will be assigned a project that will highlight and establish a bridge between the United States and the rest of the world to uncover how global forces have come to shape the policies, attitudes, and culture of America and its people. This project will provide students the

opportunity to discover the various facets of the relationship between America and the global community. Further details regarding this requirement will be discussed further down in the syllabus.

### Learning Objectives

This is an introductory course in American history from the industrial era to the present. Emphasis will be put upon the historical themes, concepts, and patterns that have helped shape the present. By the end of the semester, students should have acquired the following:

1. A general knowledge of American history during this period.
2. A deeper understanding of the past and how it pertains to the present.
3. A deeper understanding of the global relationships between the United States and the world.
4. An understanding of the various experiences of diverse groups and individuals.
5. A demonstrated ability to think critically and to construct historical arguments.
6. A demonstrated ability to read and write and to perform basic research at the collegiate level.

### Type of Instruction

This course will be instructed online in its entirety. There will be no on-campus sessions. With that being said, students will receive weekly lesson materials via Cobra.

### Required Text

The required textbook for this course is American Yawp. This is a free online text. The link for the text is posted in Cobra in the content section under Course Resources. In addition, I will also distribute additional documents throughout various parts of the semester that will be required to complete certain assignments. While the textbook is necessary, students should not neglect the additional importance of additional materials that will be equally important to success in this class.

## Course Requirements

### Technical Requirements

1. Obviously, students must have access to a computer with internet access. Cobra will work on both Mac's and PC's and most search engines (Chrome and Firefox work best).
2. **Microsoft Office and Adobe Acrobat** software is required. My syllabus, lecture materials, and other documents are all either MS Office or PDF documents. Outdated programs such as **WordPerfect** are incompatible and I cannot open those files. Use only Word or PDF files for written work submissions.
3. For any technical questions contact **TechSD** for assistance with technical questions and issues regarding Parkland's student e-mail, Cobra, Wi-Fi access, or my.parkland. Its office is located in A-184 or you may email TechHelp@parkland.edu or call the Tech Hotline at (217) 353 -3333. Assistance is available Monday – Thursday, 9:00 a.m. – 6:00 p.m., and Friday, 9:00 a.m. – 2:00 p.m.

## Class Assignments

1. **Think Pieces (20%)**: Students will be required to submit short written assignments throughout various points in the semester. These assignments will require a student to respond to a question or questions, pertaining to relative material. These assignments are given to assess students' factual knowledge as well as their critical thinking skills. There will be a total of three (3) think piece assignments valued at one-hundred (100) points each for a total of three-hundred points. A grading rubric and detailed prompt will accompany each assignment.
2. **Quizzes (20%)**: Students will be required to complete weekly online quizzes covering materials from the textbook chapters. There will be a total of fifteen (15) quizzes valued at twenty (20) points each for a total of three-hundred (300) points.
3. **Discussions (30%)**: Students will be required to participate in weekly online discussions throughout the course of the semester. There will be a total of ten (10) discussions valued at fifty (50) points each for a total of 500 points.
4. **Exams (15%)**: There will be a total of two (2) exams: a midterm and a final. Each exam will consist of objective style essay questions and will be worth a total of one-hundred (100) points each. The final will not be comprehensive. A grading rubric and a detailed prompt will accompany each exam.
5. **Course Project (15%)**: Students will be required to complete and submit a research project aimed at establishing a relationship between the history of the United States to the rest of the world. In addition to developing an understanding of American history and its place among the world community, the purpose of this project is to assess students' research skills, general content knowledge, and analytical thinking skills. Completed projects will be 5-7 pages in length and valued at two-hundred (200) points. A detailed description of the project and grading rubric is posted in the first week's content.
6. **Syllabus Quiz**: All students will be required to complete and submit a brief syllabus quiz in order to be granted access to the first week's lesson materials. This quiz does not count towards students' final grades, but will instead be used as a record that students have read the syllabus and understand the course requirements and student expectations.

## Extra Credit

Depending on the circumstance, I may or may not offer students the opportunity to earn extra credit. In the event that I do, it will be done with the firm understanding that it will not be offered as a means to replace zeros resulting from missed assignments. Furthermore, should the opportunity for extra credit be given and a student misses an assignment, points received via extra credit shall become null and void or in simpler terms, taken away. Finally, opportunities for extra credit will not be given after Spring Break.

## Grading

I have a very traditional grading scale. Students' final grades will be determined by dividing their total points received by the total of points available. Note: Any student who receives a zero for any assignment resulting from missed work will automatically forfeit his/her chances of earning an A in this course. In addition, borderline final grades will not be given the upper advantage in the event of missed work. Students may access their grades via Cobra throughout the semester.

90-100 = A  
80-89 = B  
70-79 = C  
60-69 = D  
59-0 = F

Think Pieces = 300  
Quizzes = 300  
Discussions = 500  
Exams = 200  
**Course Project = 200**  
Total Points = 1500

### Miscellaneous

#### Communication

Due to the online nature of the course and that we will not have face-to-face meetings, regular communication between students and the instructor is important. Each week will be accompanied by a course announcement posted on the course homepage by the instructor highlighting weekly topics, assignments, due dates, etc. Towards the end of each week, I will also email the class with a reminder of upcoming due dates. I will also email students in the event of any changes to the course materials or any problems that may arise. With this, it is important for me to add that I will only send emails to students' designated Parkland student emails. Furthermore, when emailing their instructor, students are required to use only their designated Parkland student email. Due to issues regarding privacy and cybersecurity, I will not open any email sent from a personal account nor will I send any information regarding the course, especially academic progress, to a personal email. For the most part, I typically respond to student emails rather quickly. However, I cannot always guarantee a speedy delivery so please be patient. If an issue arises that needs my immediate attention, students can either call/text me. My cellphone information is listed at the top of the syllabus. I do ask that students be mindful that I may not be able to respond immediately to calls/texts, especially if they are late at night. Finally, and upon request, I will hold video conferences with students via Skype.

#### Make-Ups/Missed Work/Extensions

All assignments are due by 11:59 p.m. by their respective due dates. Due dates are listed in the course calendar as well on the individual assignments. Failure to submit any assignment by the deadline will result in a grade of zero. Make-ups for missed work will only be granted in the event of a documented illness or emergency or participation in a sanctioned Parkland College event. Under special circumstances, I may grant extensions for students on assignments with a firm understanding of the following: 1) Each student will be granted an extension for only ONE assignment. 2) Requests for extensions must be made with me PRIOR to the due date. 3) Extensions WILL NOT be granted for the final exam without a documented medical situation.

### Drops/Withdrawals

While I always hope to have none, they can occur. In any case, if any student feels that he/she has to drop/withdraw from the course they will be required to do so by specific deadlines. I will only initiate drops during what is known as the census date in the event of any student who has not been active in the course or contacted me during the first full week of class. Simply logging into the course does not constitute being active. Being active means making progress by completing assigned work. I may or may not initiate withdrawals at midterm for those who have not completed sufficient work and/or have been inactive. The census date is January 21<sup>st</sup> and the midterm date is March 11<sup>th</sup>. After midterm, students are responsible for their own withdrawals. Failure to withdraw by the final deadline date of **May 3<sup>rd</sup> at 5:00 PM** will result in a failing grade for the course. For further questions regarding this process, contact the Office of Admissions and Records at (217) 351-2482.

### Extended Absences

Students who experience a prolonged absence due to an emergency, an accident, illness or being hospitalized, or military service you or your family need to contact the Office of the Dean of Students at (217) 353-2048, so that notification can be sent to your instructors. You should note that instructors have their own attendance policies and you are responsible for reading each course syllabus to know these policies. Only your instructors can decide whether an absence is excused. They also determine if you can turn in late work or make up missed quizzes and/or exams on the basis of an excused absence.

### Absences due to Religious Observations

Parkland College recognizes and values the diverse religious beliefs of its students. The college practices shared responsibility in the event that a student's religious observances conflicts with scheduled class work, assignments, or examinations. Students must inform instructors well in advance of a planned absence for a religious observance. Instructors will make reasonable accommodations for students in these situations. However, instructors are not obliged to teach missed class material again.

### Student Accessibility and Accommodation Services

The Office of Accessibility Services (OAS) facilitates equal access for students with disabilities by coordinating accommodations and support services, and cultivating a campus culture that is sensitive and responsive to the needs of students. Students seeking reasonable accommodations under the Americans with Disabilities Act, or Section 504 of the Rehabilitation Act of 1973, are required to register with the OAS. Registration with OAS must be initiated by the student in a timely manner, whenever possible, to ensure that accommodations coincide with the start of the semester. Services received in high school or at other colleges/universities, or identified through a recent diagnosis do not automatically transfer to Parkland College. You must provide documentation of accessibility/accommodation needs. This can include a letter from a physician, an IEP, 504 plan, psychological evaluation or similar documents. Note: Accommodation letters from other colleges or universities are not acceptable forms of documentation. If you have questions about getting registered with the OAS office, contact Kristen Murray, Department Secretary at (217) 353-2338 or via email at [disabilityservices@parkland.edu](mailto:disabilityservices@parkland.edu).

### Center for Academic Success

If you find yourself needing assistance of any kind to complete assignments, stay on top of readings, study for tests, or just to stay in school, please contact the Center for Academic Success in D120 at (217) 353-2005 or (217) 351-2441. You may also email CAS at [CenterForAcademicSuccess@parkland.edu](mailto:CenterForAcademicSuccess@parkland.edu).

### Academic Dishonesty

Parkland College's values include responsibility, honesty and integrity. Students, faculty, and staff are all expected to maintain academic integrity in their work and take collective responsibility for preventing violations of intellectual ownership. Academic dishonesty is unacceptable, and the institution is committed to helping students learn these values through development and growth. Personal commitment, honest work, and honest achievement are necessary characteristics for an educated person. The process of determining the consequences of academic dishonesty begins with the faculty member and may proceed to include the department chair, the division dean, and/or the Office of the Vice President for Academic Services. All incidents of academic dishonesty, including developmental or punitive action, will be referred in writing to the Office of the Vice President for Academic Services. Examples of academic dishonesty include any of the following:

- a. Cheating: Using or attempting to use unauthorized materials, information, or study aids in any academic activity. Submitting term papers, homework, and examinations that are not one's own work or for which a student received unauthorized help. Copying the work of another, or allowing another to copy one's own work, without proper acknowledgment.
- b. Fabrication: Falsifying or inventing any information or citation in an academic activity.
- c. Plagiarism: External information borrowed and directly quoted must be indicated by use of quotation marks, and any changes, omissions, or addition to the direct quotation must be shown in bracket, and the source documented. All cited external information that has been paraphrased and summarized must also be documented.
- d. Collaboration: Students at Parkland College are encouraged to work together on group projects, study, and other activities. However, work submitted to fulfill an assignment not specifically identified as a group activity must be substantially the work of the author. Instructors should provide guidelines to students to maintain the academic integrity of these collaborative activities. Collaboration beyond this constitutes academic misconduct.

Note: Students should know that I use turnitin.com for all assignment submissions. **Any student found to be engaging in any form of academic dishonesty will automatically fail the course.** Students are provided a link to Purdue Owl in the Course Resources to assist them with proper citation. The rest is common sense.

### Code of Conduct

All Parkland students are expected to be responsible for their behavior. This includes monitoring your language and your behavior all around the campus, including in and out of classes. Please, think before you act! You are expected to respect yourself, your fellow students and your instructors. You have joined the Parkland College academic community. Be a good member of the community. View the [Student Policy and Procedures Manual and Conduct Code](#). If you have questions or concerns, call the Office of the Dean of Students.

## Title XI

Parkland College is committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office of Civil Rights, the College requires faculty members to report incidents of sexual violence shared by students to the College's Title IX Coordinator, Vice President of Student Services, Michael Trame. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a college-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a minor (any person under 18 years of age) to the Illinois Department of Children and Family Services (DCFS). Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is available at <http://www.parkland.edu/resources/safecampus/titleIXharassementdiscrimination.aspx>. In addition, Title IX provides pregnant students with certain rights regarding their education. For information, contact Dr. Marietta Turner, Dean of Students at 217-351-2505 or via email at [mturner@parkland.edu](mailto:mturner@parkland.edu).

## Suggestions

Success in an online course requires certain degree of self-discipline and responsibility on the behalf of the student. This course is no different. Although the course is self-paced, each week is accompanied by various readings and assignments that all have specific due dates which must be met. With that said, it is important to stay on top of things and not procrastinate. Try to anticipate any foreseen problems and never hesitate to contact me about a situation that needs attention. I will always do my best to help, but I cannot if I am unaware of the problem you are experiencing. If you do not understand course requirements, materials, or the grading system, please do not hesitate to ask.

## Et Cetera

In addition to meeting the various learning outcomes highlighted earlier, my goal is to see to it that all students do well in this course. Though there is a lot to cover, it is not my intention nor is it my goal to overload students with unnecessary information, to see how difficult I can make the material, or to weed out students who may be on a different performance level from their peers. I believe in fairness and will treat all students as equals.

## About the Instructor

Everyone may feel free to call me Aaron. I am very informal in that sense, feeling that addressing me commonly is more personable. I received my bachelor's degree from the University of Illinois at Springfield and my master's degrees from Eastern Illinois University. I have been on the teaching faculty at Parkland College since 2003, teaching numerous courses in history, political science and college strategies for success, and I hate green olives with a passion few people can understand.



Course Calendar

I. American Expansion

Week #1 (Jan 14 <sup>th</sup> – 20 <sup>th</sup> )	<p><b>Capital and Labor.</b>  <u>Due</u> (1/20)                      Syllabus Quiz                      Chapter 16 Quiz  <u>Assigned</u>                      Think Piece #1  <b>Course Project</b></p>	<p><i>The American Yawp</i> (Chapter 16).  <i>The American Yawp Primary Reader: William Graham Sumner on Social Darwinism &amp; Andrew Carnegie’s Gospel of Wealth.</i>  <b>PBS: <i>The Haymarket Martyrs.</i></b></p>
Week #2 (Jan 21 <sup>st</sup> – 27 <sup>th</sup> )	<p><b>Conquering the West.</b>  <u>Due</u> (1/27)                      Chapter 17 Quiz  <b>Discussion #1: American Expansion</b></p>	<p><i>The American Yawp</i> (Chapter 17)  <b>Frederick Jackson Turner, “Significance of the Frontier in American History”.</b>                      AE: <i>The Real Billy the Kid.</i></p>
Week #3 (Jan 28 <sup>th</sup> – Feb 3 <sup>rd</sup> )	<p><b>Life in Industrial America.</b>  <u>Due</u> (2/3)                      Chapter 18 Quiz  <b>Discussion #2: How the Other Half Lives</b></p>	<p><i>The American Yawp</i> (Chapter 18)  <b><i>The American Yawp Primary Reader: Jacob Riis, “How the Other Half Lives”.</i></b>                      NPS: <i>Island of Tears.</i></p>
Week #4 (Feb 4 <sup>th</sup> – 10 <sup>th</sup> )	<p>American Empire.  <u>Due</u> (2/10)                      Chapter 19 Quiz                      Think Piece #1</p>	<p><i>The American Yawp</i> (Chapter 19)  <b><i>The American Yawp Primary Reader: Rudyard Kipling, “The White Man’s Burden”.</i></b>                      CPB: <i>Crucible of Empire-The Spanish American War.</i></p>

II. Change at Home & Abroad

Week #5 (Feb 11 <sup>th</sup> – 17 <sup>th</sup> )	<p>The Progressive Era.  <u>Due</u> (2/17)                      Chapter 20 Quiz                      Discussion #3: Progressivism                      Course Project proposals  <u>Assigned</u>                      Think Piece #2</p>	<p><i>The American Yawp</i> (Chapter 20)  <i>The American Yawp Primary Reader: Booker T. Washington &amp; W.E.B. Du Bois on Black Progress, Jane Addams, “The Subjective</i></p>
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		Necessity for Social Settlements”.
Week #6 (Feb 18 <sup>th</sup> – 24 <sup>th</sup> )	<b>World War I &amp; its Aftermath.</b> <u>Due</u> (2/24) Chapter 21 Quiz Discussion #4: Civil Liberties	<i>The American Yawp</i> (Chapter 21) <i>The American Yawp Primary Reader: Woodrow Wilson Requests War &amp; The Sedition Act of 1918.</i> <b>HC: <i>We Heard the Bells – The Influenza of 1918.</i></b>
Week #7 (Feb 25 <sup>th</sup> – Mar 3 <sup>rd</sup> )	The New Era. <u>Due</u> (3/3) Chapter 22 Quiz Think Piece #2	<i>The American Yawp</i> (Chapter 22) HC: <i>Rumrunners, Moonshiners, &amp; Bootleggers.</i>
Week #8 (Mar 4 <sup>th</sup> – 10 <sup>th</sup> )	Midterm Exam (Due – Mar 10 <sup>th</sup> ).	

### III. Superpower America

Week #9 (Mar 11 <sup>th</sup> – 17 <sup>th</sup> )	The Great Depression. <u>Due</u> (3/17) Chapter 23 Quiz <b>Discussion #5: A Greater Depression</b> <u>Assigned</u> Think Piece #3	<i>The American Yawp</i> (Chapter 23). <b><i>Albers &amp; Uebele: The Global Impact of the Great Depression.</i></b>
Mar 18 <sup>th</sup> – 24 <sup>th</sup>	Spring Break	No Class
Week #10 (Mar 25 <sup>th</sup> – 31 <sup>st</sup> )	<b>WWII.</b> <u>Due</u> (3/31) Chapter 24 Quiz <b>Discussion #6: Race &amp; WWII</b>	<i>The American Yawp</i> (Chapter 24). <b><i>The American Yawp Primary Reader: “FDR, Executive Order 9066”.</i></b> <b><i>National Archives: Japanese Relocation during WWII.</i></b>
Week #11 (Apr 1 <sup>st</sup> – 7 <sup>th</sup> )	<b>The Cold War.</b> <u>Due</u> (4/7) Chapter 25 Quiz <b>Discussion #7: Cold War America</b>	<i>The American Yawp</i> (Chapter 25). <b><i>The American Yawp Primary Reader: “The Truman Doctrine &amp; Joseph McCarthy on Communism”.</i></b> <b><i>Duck &amp; Cover.</i></b>

Week #12 (Apr 8 <sup>th</sup> – 14 <sup>th</sup> )	The Affluent Society. <u>Due</u> (4/14) Chapter 26 Quiz Think Piece #3	<i>The American Yawp</i> (Chapter 26). <i>The American Yawp Primary Reader: Brown v. Board of Education of Topeka (1954).</i>
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#### IV. Contemporary America.

Week #13 (Apr 15 <sup>th</sup> – 21 <sup>st</sup> )	<b>The Sixties.</b> <u>Due</u> (4/21) Chapter 27 Quiz Discussion #8: Parallels <u>Assigned</u> Think Piece #4	<i>The American Yawp</i> (Chapter 27). <b>HC: DEFCON 2 – The Cuban Missile Crisis.</b>
Week #14 (Apr 22 <sup>nd</sup> – 28 <sup>th</sup> )	<b>The Unraveling.</b> <u>Due</u> (4/28) Chapter 28 Quiz <b>Discussion #9: Vietnam Attitudes</b>	<i>The American Yawp</i> (Chapter 28). <i>The American Yawp Primary Reader: Vietnam Veterans Against the War.</i> BBC: <i>Frost-Nixon Interviews.</i>
Week #15 (Apr 29 <sup>th</sup> – May 5 <sup>th</sup> )	The Triumph of the Right. <u>Due</u> (5/5) Chapter 29 Quiz Course Project	<i>The American Yawp</i> (Chapter 29). Video: PMRC Hearings.
Week #16 (May 6 <sup>th</sup> – 12 <sup>th</sup> )	<b>The Recent Past.</b> <u>Due</u> (5/12) Chapter 30 Quiz Discussion #10: Then and Now	<i>The American Yawp</i> (Chapter 29). <b><i>The American Yawp Primary Reader: Free Trade and Financial Deregulation and Post-9/11 World.</i></b>
Finals (May 13 <sup>th</sup> – 17 <sup>th</sup> )	Final Exam (Due May 17 <sup>th</sup> ). ***Please note that the exam is due Friday, not Sunday***	

\*This syllabus is a binding contract between the instructor and students. Upon receiving and submitting the syllabus quiz, the student assumes full responsibility for meeting all expectations outlined by the instructor. While not anticipated, the instructor reserves the right to make changes to the syllabus if deemed necessary.