

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

## American Public University System

*The Ultimate Advantage is an Educated Mind*

<b>School of Arts and Humanities</b>
<b>Course Number: HIST102</b>
<b>Course Name: American History since 1877</b>
<b>Credit Hours: 3</b>
<b>Length of Course: 8-Weeks</b>
<b>Prerequisite: None</b>

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### Instructor Information

Please see the Syllabus Tool in your classroom for your instructor contact information. Thank you!

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### Course Description (Catalog)

This course is a survey of history of the United States from the end of Reconstruction to modern times. Emphasis will be placed on internal expansion, inherent isolationism, America's road to becoming a world power, and the development of the concept of America as the "policeman" of the world.

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## Course Scope

This course will examine the historical evolution of the United States from a largely isolationist nation into the global power it is today. It is important to understand that the events taking place in the United States did not occur in a vacuum and a major focus of the class entails placing American History in the larger context of western civilization. The intent is to give the student not only a firm grasp of American History, but also a solid understanding of why these events were, and still are, important. The course will examine these developments chronologically with particular emphasis placed upon foreign and domestic political, economic, and military policies, as well as the evolution of industry and society.

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## Course Objectives

After successfully completing this course, you will be able to

- Examine the historical development of the United States since Reconstruction and identify the major events and figures in recent American history and their significance.
- Analyze the major foreign policy goals of the various presidential administrations and America's relationship with other nations, including the internal and external forces that have altered American foreign policy since 1877.
- Identify the major economic cycles and causes of economic change in the United States, focusing on the evolution of American industry and society such as the Industrial Revolution, the Great Depression, Keynesian Economics, New Deal Liberalism, and Reaganomics.
- Recall the major economic cycles and the causes of economic change, along with the key points in the evolution of American industry and society, in addition to key the economic organizing principles of American history.
- Develop your skills in analytical thinking and historical writing. Integrate all of the above people, places, or events into the "big picture" of American history.
- Discuss historical issues, respond to study questions, and reflect on historical themes as presented in the context of the period and their relevance today.

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## Course Delivery Method

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This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by Sunday evening of the week as noted and include Forum questions (accomplished in groups through a threaded forum), examination, and individual assignments submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

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## Course Materials

### Required Course Textbooks

Henretta, James A. and David Brody. *America: A Concise History, Volume 2: Since 1877*. 4<sup>th</sup> ed., Boston: Bedford/St. Martin's, 2010.

### Required Readings:

Lecturettes within Classroom

### Additional Resources:

*The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003. *Purchase Optional*.

Turabian, Kate L. *Manual for Writers of Term Papers*, 6th Edition. Chicago: University of Chicago Press, 1996. *Purchase Optional*.

[HIST102 Course Guide](#)

[Bedford / St. Martins Student Center for U.S. History](#)

### Web Sites:

In addition to the required course texts, the following public domain web sites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

Site Name	Web Site URL/Address
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[University of Chicago Style Manual](#)

<http://www.apus.edu/Online-Library/tutorials/chicago.htm>

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## Evaluation Procedures

Describe how you will evaluate your students for each graded activity.

**Reading Assignments:** This course relies mainly on the assigned text, lecturattes, and supplemental readings. Links to these readings are located in the weekly lesson section of the course.

**Forum Assignments:** Throughout the course you will answer questions in the Forums, respond to the postings of you classmates, and answer follow-up questions that I will post in the Forum. Directions for the Forum assignments are located within the classroom and an in-depth explanation of the exact expectations are located in the “Forum Guidance and Requirements” document within the Week 1 Assignment lesson.

**Written Assignments:** During the course you will write two short papers, each at least three pages long. An in-depth explanation of the exact expectations are located in the “Written Assignment Guidance” document and assessment of these assignments is explained with the “Written Assignment Rubric” document within the Week 1 Assignment lesson.

**Written Assignment Follow-On Questions:** The grading of the two written assignments will include content related questions. During the course, two weeks after each of the written assignments is due, you will have the opportunity to post the answer to one of the questions that I ask while grading your paper and answer it. Special forums are in the class during Weeks Five and Eight for this purpose.

**Exams:** There is an open book final exam, non-proctored, that will be available for you to complete during Week Eight.

Grade Instruments	Points
Weekly Forums (Weeks 1 through 8: See gradebook with the class for exact breakdown of points.)	51
Written Assignment 1	10

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Written Assignment 2	<b>10</b>
Written Assignment 1 Follow-Up Question	<b>2</b>
Written Assignment 2 Follow-Up Question	<b>2</b>
Final Exam	<b>25</b>
<b>Total</b>	<b>100</b>

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## 8 – Week Course Outline

Please see the [Student Handbook](#) to reference the University's [grading scale](#).

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<b>Week</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Readings</b>	<b>Assignment</b>
1	The American West Capital and Labor in the Age of Enterprise (1877-1900)	1. Acquire an understanding of the American West and the era of capital, labor and enterprise, focusing on the impact to American economics and society.	Read the syllabus and review the folders in Course Materials section Henretta and Brody— Chapters 16, 17	Forum #1
2	The Industrial City: Building It, Living in It Politics in the Age of Enterprise (1877-1896) The Progressive Era (190-1914)	1. Recognize the changes occurring within new urban cities and the politics that resulted from the massive and quick industrialization and the connection to the Progressive Reform Movement.	Henretta and Brody— Chapters 18, 19, 20	Forum #2
3	An Emerging World Power (1877-1914) War and the American State (1914-1920)	1. Explain the roots of expansionism, the making of the American Empire, and America's entrance onto the world stage.	Henretta and Brody— Chapters 21, 22	Forum #3 Forum #2 Follow-Up Written Assignment

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				#1
4	<p>Modern Times (1920-1932)</p> <p>Redefining Liberalism: The New Deal (1933-1939)</p> <p>The World At War (1939-1945)</p>	<p>1. Analyze America in the modern era, with special attention to the business-government partnerships, American culture and identity, and the economic crash of the Great Depression.</p>	<p>Henretta and Brody— Chapters 23, 24, 25</p>	<p>Forum #4</p> <p>Forum #3 Follow-Up</p>
5	<p>Cold War America (1945-1960)</p> <p>The Age of Affluence (1945-1960)</p>	<p>1. Evaluate the events that surrounded the Cold War in America, including President Truman and Eisenhower’s policies, along with America’s economic growth and its effect on society and culture.</p>	<p>Henretta and Brody— Chapters 26, 27</p>	<p>Forum #5</p> <p>Forum #4 Follow-Up</p> <p>Written Assignment #1 Follow- Up</p>
6	<p>The Liberal Consensus: Flaming Out (1960-1968)</p> <p>Toward a Conservative America, The 70’s</p> <p>The Reagan Revolution and the End of the Cold War (1980-2001)</p>	<p>1. Analyze the shift toward conservatism in the United States during the Nixon years, the second battle for civil rights, and the Reagan Revolution and the Clinton Presidency.</p>	<p>Henretta and Brody— Chapters 28, 29, 30</p>	<p>Forum #6</p> <p>Forum #5 Follow-Up</p> <p>Written Assignment #2</p>
7	<p>A Dynamic Economy, A Divided People (1980-2000)</p>	<p>1. Examine and analyze America’s role in the global economy, the advent and usage of new technology, the issue of culture in twenty-first century</p>	<p>Henretta and Brody— Chapters 31 and 32</p> <p>As Required for completion of Assignment #2</p>	<p>Forum #7</p> <p>Forum #6 Follow-Up</p>

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	Stumbling Into the Twenty-First Century	America and the reasons for and the aftermath of the war on terror, including political, economic, and social ramifications.		
8	Final Exam	1. Demonstrate understanding of the events, circumstances, causes, and effects of the significant events of U.S. History Since 1877 through thorough reflections and synthesis of course material.	As Required for Completion of Final Exam	Forum #8 Forum #7 Follow-Up Written Assignment #2 Follow-Up Final Exam

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## Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

**Writing Expectations:** Within the class, are several documents that explain the expectation within the History program. These documents are the “Forum Guidance and Requirements”, “Written Assignment Guidance”, and “Written Assignment Rubric”.

**Citation and Reference Style:** Attention Please: Students will follow the University of Chicago Manual of Style as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the University of Chicago Manual of Style.

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**Late Assignments:** Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

**Netiquette:** Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺

**Disclaimer Statement:** Course content may vary from the outline to meet the needs of this particular group.

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## Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to [librarian@apus.edu](mailto:librarian@apus.edu).



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- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. [Tutor.com](https://www.tutor.com) connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

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#### Turnitin.com

Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. Typically the course professor will establish a Turnitin.com access code for his/her classes. If the code has not been established, those who wish to use Turnitin.com may ask their professor to establish the code. Professors will use Turnitin.com to routinely check for potential plagiarism in forum postings, written assignments, and the final exam.

#### Selected Bibliography

The selected bibliography for this course is located in the [Course Guide](#) within the APUS Online Library.

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