HIS 305 Recent History of the United States  
Spring Term – 2014 (On-Line)  
3 credits

Instructor:  
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Course Description  
Examine selected topics in U.S. history from the 1950’s to present. Student will gain a deeper understanding of Cold War culture, popular culture, gender roles, the modern civil rights movement(s) and other social movements. Particular attention is paid to domestic politics, from the rise of Lyndon B. Johnson’s “Great Society” to Ronald Reagan and the rise of the “New Right.” Students who complete this course also will gain a deeper understanding of the interplay of culture, politics, and society (and the analytical constructs of race, gender, and class), as they study the origins of issues relevant to contemporary society.

Intended Audience  
HIS 305 fills a Doane Plan, Heritage Studies or Liberal Learning requirements

Text  

Course Goals and Objectives  
Upon completion of this course the student will:

- Analyze the major events, personalities, and trends in the history of the United States from the 1950’s to the present and relate them to current political and social issues.
- Evaluate the factors that gave rise to the civil rights movement and its subsequent impact on political and social issues.
- Understand the issues surrounding the rise of the United States as a world power and analyze this in terms of present day political movements and issues.

Course Structure for HIS 305 - Monday, March 17th – Saturday, May 17th

Following is an overview of the course schedule and an explanation of how this course is arranged on Blackboard. You may want to print this page and use it as a reference throughout the course.
• Readings, discussions, and related activities begin on Sunday at midnight of each week and end on Saturday night at 11:59 PM CST.
• Weekly readings, discussion topics and assignments will be made available on Blackboard each Sunday.
• Upcoming units will remain hidden until scheduled in order to help the group work through the content together and make the weekly discussions more engaging.
• Group collaboration is at the heart of this course and full participation in the weekly discussions is a critical component for learning.
• If you have plans that will keep you away from the course for more than a few days, please let me know as soon as possible so that we can make other arrangements.

Group Discussions

• Group discussions are an important and required part of the program. One discussion each week will be graded using the rubric provided.
• Visit the Blackboard course at least 3-4 times a week to play an active role in these discussions.
• Your original post to a discussion question should be made early in the week so your classmates have adequate time to respond. All original postings are due by Wednesday at 11:59 PM CST.
• Discussion posts are intended to be research-based to support your opinion. You must respond to at least three of your class-mates postings.
• Each week’s discussion posting is worth 25 points and is graded using the rubric included in this syllabus.

Assignments and Projects

• All graded assignments are due on or before the date specified in the assignment, unless otherwise noted, and should be submitted on Blackboard as a Microsoft Office document or PDF file.
• The assignment due dates have also been posted in the Blackboard calendar for the course.

This is an 8-week online course which will begin on Monday, March 17th, 2014, and end on Saturday, May 17th, 2014. This course is divided into 8 units in which we will examine selected topics in U.S. history from the 1950’s to present.

The course goals and objectives will be accomplished through a variety of strategies. Class will consist of a One-Time Mandatory Class Meeting, Readings, Accessing on-line resources, Cooperative Learning, Discussion, Presentations, Reflection, and Application. The class will be interactive and engaging with many opportunities for student input and participation. I have created a grading policy which basically rewards two things: the quality and timeliness of your responses, assignments and quizzes.
In terms of quality my expectations are simple. Responses should be well written (please spell-check!) and clearly address the issues being discussed. Also please submit assignments on or before the due date.

Methods for Assessment of Student Performance and Attendance Policy

A note on attendance and class participation: Regular and active participation is an essential, unmistakably important aspect of this online course. The expectation of the instructor is that students will log on a minimum of three times every seven days. It is critical that you read all of the lecture and assignment materials as well as all of the public discussion materials. Your full participation ON A WEEKLY BASIS is not only a requirement, it is an essential aspect of the online course process. All students are expected to do the work assigned, notify the instructor when emergencies arise, and make up missing assignments. The foundational text for this course will be *In Our Times: America Since World War II (7e)*. Each week’s discussion will examine differences of opinion and will consider diversity and change in historical thought.

Writing Expectation

Written assignments should use APA style, 12 point font, double spaced, grammatically correct with proper use of citations and reference page. All written assignments will be graded using a rubric that will be posted on Blackboard.

General Course Expectations

Respect: All students will be treated with respect regardless of differences in opinion.

Course Workload: This is an 8-week online course which will begin on Monday, March 17th, 2014, and end on Saturday, May 17th, 2014. This course is divided into 8 units in which we examine selected topics in U.S. history from the 1950’s to present. In the online classroom credit hours are amassed in a course through student-to-instructor interaction, student-to-student interaction, Blackboard activities, contact with course-specific content, assignments, assigned videos, and other activities. No matter the length of the course meeting time in weeks or the amount of face-to-face instruction in the course, students can expect to devote a minimum of 45 hours of work for each 1-credit hour, as mandated by the U.S. Department of Education.

Student Roles:

1. Read assigned material and be prepared to participate in discussions each week in both large and small groups to reflect on course learning.
2. Quizzes and other assignments to demonstrate content mastery
3. Written assignments to demonstrate learning and content mastery
Assignments: All assignments will be posted and submitted on Blackboard. Assignments must be submitted on or before the due date. Each assignment will list the due date, and it will also be noted in the course calendar. Students must make arrangements ahead of the due date if they anticipate any problems. Assignments submitted late will be subject to a full letter grade deduction.

If exceptional circumstances exist, please contact Dr. Garrison via email at joanne.garrison@doane.edu or cell phone @ 308-380-2196 to make arrangements. Students may be expected to complete additional course work for non-participation.

Course Participation
Students are expected to regularly participate in this course. All students must log into the course management system (Blackboard) weekly in order to avoid being tagged as a non-participant. Students who are unable to participate regularly in this course for any reason should contact the instructor and their advisor. Students who intend to withdraw from a course or a program should notify their instructor and advisor.

Grades will be based on the following Grading Scale

97% - 100%: A+
94% - 96%: A
90% - 93%: A-
86% - 90%: B
79% - 85%: C
70% - 78%: D
0% - 69%: F

Late Papers/Assignments
Late papers or assignments may be accepted but there will be a significant reduction in points corresponding to each day late, at the discretion of the instructor. Students are strongly encouraged NOT to turn in late assignments but to turn in all work on the due date.

Academic Integrity Policy
The Doane College Academic Integrity Policy will be adhered to in this class. All projects and tests will represent your own work. Any use of others’ ideas and words without proper citation of sources is plagiarism and will result in penalties to be determined by the instructor and/or the dean of undergraduate studies.

Instructor Participation
I will be responding to students’ posts at least once in the middle of the discussion and once at the end of the discussion, but I will not be responding to every student post. Research has shown
that too much instructor participation can stifle student discussion. Please be assured that I will be reading your posts and will do what I can to facilitate the discussion to keep it on topic and provide general feedback at the end.

Your points will be put into the grade-book within one week after the end of the module where the class discussion assignment would be found. For example, the class discussion assignment in Week 1 is due by Saturday, March 22nd, and I will add your points to the grade book by Wednesday, March 26th.

**Threaded Discussion Evaluation Rubric**

Below is the rubric I will be using to evaluate your participation in the online discussions. Each discussion assignment will be worth 25 points.

To encourage healthy and productive online discussions, you should adhere to the following:

- Refrain from using abbreviations such as "lol" and "imho" ("Laughing out loud" and "In My Humble Opinion"). Though your language need not be as formal as it would be in an academic paper, you should use a tone that would be similar to a class discussion. And, some in the class may not be familiar with these abbreviations.

- You are encouraged to post often to the course discussion area, but you should not dominate the discussion. Respect the fact that everyone has something to say. You must respond to at least three of your classmates postings.

- All of your responses should stay on-topic. If you would like to address something that is off-topic you can post that directly on the “What’s on your mind” blog site.

- Do not wait until the last minute to post your answers or responses. You should instead distribute your posts evenly throughout the discussion period. Try to login and read new posts and post replies every 1-2 days.

In your posts, use complete sentences and explain your thoughts. Do not write "yes" or "no" or merely "I agree." Below is an example of a good student discussion (response) post:

*Yes, Doug, I can't see a ton of use of Google Maps for math. But maybe this takes a little more creativity and the goal of interdisciplinary subject teaching. Maybe there could be an exercise in a math class that brings in a little history whereby the students compute how many miles a group of people covered on a trek - militarily, migration, expulsion. Then, compute those to kilometers, inches, meters, etc.*

*The "Google LitTrips" example that Beth showed us is a good example of integrating geography and history with literature using Google Maps. I think this type of use is exploratory and puts geography, the main concept behind any map, in context which connects it to other information making it more likely to be remembered later and fosters a deeper understanding. I remember*
being in school and memorizing state and country capitals. The information was not being connected to anything else and it was really hard and not very efficient.

**Discussion Board Grading Rubric**

<table>
<thead>
<tr>
<th>Discussion Board Grading Rubric</th>
<th>Levels of Achievement</th>
</tr>
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<tbody>
<tr>
<td><strong>Criteria</strong></td>
<td><strong>Novice</strong></td>
</tr>
<tr>
<td><strong>Relevance</strong></td>
<td>0 Points</td>
</tr>
<tr>
<td></td>
<td>The posting does not directly address the question or problem posed by the discussion activity.</td>
</tr>
<tr>
<td><strong>Insight</strong></td>
<td>0 Points</td>
</tr>
<tr>
<td></td>
<td>The posting does not offer any significant insight, analysis, or observation related to the topic. No knowledge or understanding is demonstrated regarding concepts and ideas pertaining to the discussion topic.</td>
</tr>
<tr>
<td><strong>Support</strong></td>
<td>0 Points</td>
</tr>
<tr>
<td></td>
<td>The posting does not support its claims with either evidence or argument. The posting contains largely unsupported opinion.</td>
</tr>
<tr>
<td>Discussion Board Grading Rubric</td>
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</tr>
<tr>
<td>---------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td><strong>Criteria</strong></td>
<td>Novice</td>
</tr>
<tr>
<td><strong>Number and timeliness of responses</strong></td>
<td>0 Points</td>
</tr>
<tr>
<td></td>
<td>No responses to other student posts were made.</td>
</tr>
<tr>
<td><strong>Substance of Responses</strong></td>
<td>0 Points</td>
</tr>
<tr>
<td></td>
<td>The responses do not offer any new insight either extending the position of the original post or providing an alternative point of view.</td>
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**Class Reading Schedule**

**Week #1**

Text – Chapter One

**The World’s Superpower** – Collapse of the Old Order, Rise of the New; Onset of the Cold War; Cold War Crisis; Shifts in Policy Making; A Foreign Policy Establishment

Text – Chapter Two

**Postwar Adjustments** – The Reconversion from War to Peace; The Fair Deal; Anticommunism at Home; The Promise of Perils of Progress

**Week #2**
Text – Chapter 3

**Eisenhower Republicanism** – Domestic Politics; Republican Foreign Policies; The Third World and the Cold War

Text Chapters 4

**Life During the 1950’s** – Gender and Family; Commercial Culture; Race, Ethnicity, and Urban Issues

**Week #3**

Text Chapter 5

**The Promise and Perils of the 1960’s** – The President we Hardly Knew; The Great Society; From Civil Rights to Black Power; Kennedy’s Foreign Policies; The Struggle in Vietnam; Fallout from the War

**Week #4**

Text Chapter 6


**Week #5**

Text Chapter 7

**Times of Turmoil: The 1970s** – Domestic Politics Under Nixon & Ford; Nixon, Kissinger, and World Politics; The Carter Presidency

**Week #6**

Text Chapter 8

**An Oversized Society: Life during the 1960’s and 1970’s** – The Economy: A Gathering of Giants; An Outsized Culture

**Week #7**

Text Chapter 9 & 10

Week #8

Text Chapter 10

**New Democrats, A New Economy, and New Americans** – Politics and Culture during the Clinton Presidency; The ‘New Economy’; Fashioning Post-Cold War Foreign Policy; New Americans; The Election and Early Presidency of George W. Bush