



Course Number, Title and Credits

HISU 103 - United States History Survey II - 3 credits

Course Description

This course highlights basic issues of American life, culture, society, and economics from the roots of Reconstruction to 9/11, while considering the following questions: Who is an American? How have we evolved as a nation? How has that definition changed over time? And how do we balance the fundamental diversity that is quintessentially American with the need for a common core of beliefs and institutions?

Course Learning Outcomes

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

1. Identify factors motivating American industrial growth at the conclusion of the Civil War and during Reconstruction.
2. Discuss fundamental social, political, and economic structures of the US as it developed since 1865.
3. Trace the American rise in world power and its role in WWII.
4. Describe the Cold War, its causes, effects, and legacy.
5. Analyze issues surrounding and factors influencing the splintering of US social, political, and economic systems following 1945.
6. Outline the nature of US social discord and Civil Rights movements following 1950.
7. Discuss issues leading to recent US historical events, concluding with the terrorist attacks in New York City on 9/11.

Required Textbooks

The American Promise, James L. Roark, et. al., Volume II: From 1865, 8th Edition; ISBN: 9781319208967 [hereafter "AP"]

The textbook contains sections of primary sources, which you will need to read carefully. Primary sources are materials that provide us with an individual's personal perspective of history. These are first-hand accounts that contain crucial information about the past to help historians achieve a developed understanding of historical events and ideas. Secondary sources are historians' interpretations of the past and thus exemplified by the overall narrative presented in the textbook.

Letter Grade/Percentage Equivalents

Grades are determined on a straight-scale basis using the following scales.

A	94%-100%	A-	90%-93%	B+	87%-89%
B	84%-86%	B-	80%-83%	C+	77%-79%
C	74%-76%	C-	70%-73%	D+	67%-69%
D	64%-66%	D-	60% - 63%	F	59% and below

Methods of Evaluation for Determining Grades

Assignment Detail for Course:

Assignments	Possible Points
Papers	200
Exam 1	250
Exam 2	250
Final Exam (take-home)	300
Total Points Possible in Course	1000

Week by Week Outline for Course (Tentative):

Week	Topics&Assignments
Week 1	<p><u>1: The Historian's Craft</u></p> <p>In this lesson, we survey historical methodology and theory. Particular emphasis will be placed on distinguishing between primary and secondary sources as well as how to read both types of documents. We will also learn how historians avoid anachronism and seek to study the past on its own terms. Learning how to ask historical questions and read documents in context are central goals of this lesson.</p> <p><u>2: Reconstruction, 1865-1877</u></p> <p>This lesson explores the moment shortly after the American Civil War where it looked like the United States government might recognize equality among all citizens. That did not happen, however, as soon new systems were put in place to ensure white-male hegemony. We will also examine how African Americans used Reconstruction as an opportunity to create their own institutions and concepts of freedom.</p> <ul style="list-style-type: none">• Reading: AP, Chapter 16: Reconstruction, 1863-1877 <p><u>3: The Gilded Age, 1877-1900</u></p> <p>This lesson examines the many responses to the mechanized production and the growth of industrial capitalism. Rural farmers, workers, and immigrant experiences will be highlighted. We will also look at the effects that U.S. imperialism had on both Americans and those the US sought to control.</p> <ul style="list-style-type: none">• Reading: AP, Chapter 17: The Contested West, 1865-1900• Reading: AP, Chapter 18: The Gilded Age, 1865-1900
Week 2	<p><u>4: The Progressive Era, 1900-1914</u></p> <p>In this lesson, we continue to focus on the intensification of industrialization and the growth of the federal government. Rather than simply protect property, however, during the Progressive era, many voices emerged critical of the concept of "limited government." As a result, local, state, and federal governments became more active in promoting the welfare of citizens. powerful inequalities still remained in the nascent welfare-state, however.</p> <ul style="list-style-type: none">• Reading: AP, Chapter 19: The City and Its Workers, 1870-1900• Reading: AP, Chapter 20: Dissent, Depression, and War, 1890-1900• Reading: AP, Chapter 21: Progressive Reform, 1890-1916 <p>Exam 1</p>
Week 3	<p><u>5: The United States in World War I, 1914-1920</u></p> <p>We will explore the causes of World War I as well as the United States reluctant and belated entry into the war. We will pay particular attention to the ways in which the US government worked to create a sense of urgency while making its case for entry in the</p>

	<p>war.</p> <ul style="list-style-type: none"> • Reading: AP, Chapter 22: World War I: The Progressive Crusade, 1914-1920 <p><u>6: A New Era?, 1920-1929</u></p> <p>We will discuss the years between World War I and the Great Depression. We will examine the conservative backlash against Progressivism but also how many Americans used post-war prosperity to cultivate art and a shared identity.</p> <ul style="list-style-type: none"> • Reading: AP, Chapter 23: From New Era to Great Depression, 1920-1932 <p><u>7: The Great Depression and the New Deal, 1929-1940</u></p> <p>In this lesson, we will examine the causes of the rapid economic growth the United States in the 1920s as well as the major decline known as the Great Depression. While causes of economic booms and busts are important, we will also look at how the economy affected Americans lives and how Americans responded to economic growth and travails.</p> <ul style="list-style-type: none"> • Reading: AP, Chapter 23: From New Era to Great Depression, 1920-1932 • Reading: AP, Chapter 24: The New Deal Experiment, 1932-1939 <p>Paper Assignment</p>
Week 4	<p><u>8: The United States in World War II, 1939-1946</u></p> <p>This lesson will discuss the various causes of World War II as well as the US's role in the war.</p> <ul style="list-style-type: none"> • Reading: AP, Chapter 25: The United States and the Second World War, 1939-1945 <p><u>9: The Cold War, 1946-1960</u></p> <p>This lesson will examine the development of anti-communism in the years after the War. Particular attention will be paid to how Americans experiences of both the war years and the post-war era differed based on race, class, and gender.</p> <ul style="list-style-type: none"> • Reading: AP, Chapter 26: The New World of the Cold War, 1945-1960 • Reading: AP, Chapter 27: Postwar Culture and Politics, 1945-1960 <p><u>10: The Long Sixties, 1955-1979</u></p> <p>In this lesson, we will survey the growth of American consumer-orientated economy and culture as well as the rise of the Civil Rights Movement and the Counterculture Movement. We will emphasize the many and varied, multiple, and conflicting challenges to American "conservatism."</p> <ul style="list-style-type: none"> • Reading: AP, Chapter 28: Rights, Rebellion, and Reaction, 1960-1974 <p>Exam 2</p>
Week 5	<ul style="list-style-type: none"> • Reading: AP, Chapter 29: Confronting Limits, 1961-1979

	<p><u>11: The New Right, War, and Economic Crisis 1979-Present</u></p> <p>This lessons explores the conservative backlash to the counter-culture movements and to the New Deal. We will focus on the rise of the New Right, the Iraq War, and the economic crisis of 2008-2009. Particular emphasis will be paid to the role that race played in creating conservative identity.</p> <ul style="list-style-type: none"> • Reading: AP, Chapter 30: Divisions at Home and Abroad in a Conservative Era, 1980-2000 • Reading: AP, Chapter 31: America in a New Century, since 2000 <p>Final Exam</p>
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Attendance Policy

Requirements for student attendance and participation will be defined by each instructor based on the following policy:

- Monday of the first week of the session is the first day of class.
- Regular attendance/engagement is expected for student success. Online engagement is evident through posting to a discussion board, blog, completing assignments including journal entries, or taking quizzes and exams. If regular attendance/engagement are not evident, the student's grade may be adversely affected. If a student misses more than one week of engagement in an online class, the student may, at the discretion of the instructor, fail the course.
- Students in courses with required synchronous class sessions are expected to remain for the full duration. If a student misses more than one required synchronous online class, the student may, at the discretion of the instructor, fail the course.
- Students must submit an academically-related assignment through the Learning Management System (LMS) before the end of Week 2 (i.e., a quiz, test, course content-related Discussion Board post, or other course content-related assignment). Introduction posts do not count as an academically-related assignment. If a student does not submit an academically-related assignment, the student will be administratively dropped from the course. Students administratively dropped for non-attendance/participation will not be reinstated in the course. In infrequent cases, students in certain classes may be exempt from the requirement to submit an academically-related assignment before the end of Week 2; students may consult with their instructor for further information.
- Students should consider withdrawing from a course if they will be unable to participate each week. Instructors may, but are not obligated to, accommodate students under extraordinary circumstances, but the student must request accommodation and provide requested supporting documentation.
- Schools and programs may have different attendance policies. Refer to school and program specific information for additional attendance policies.

Academic Integrity

The University of Massachusetts Global is an academic community based on the principles of honesty, trust, fairness, respect and responsibility. Academic integrity is a core University value, which ensures respect for the academic reputation of the University, its students, faculty and staff, and the degrees it confers. The University expects that students will conduct themselves in an honest and ethical manner and respect the intellectual work of others.

Submitting to faculty work completed by the use of any artificial intelligence tool without permission and/or when prohibited by class policy. When faculty require the use of technology, including artificial intelligence, as a part of an assignment for the course, there is no violation. Students are reminded to consult syllabi, assignment sheets/rubrics, program documents and their faculty. Use of artificial intelligence, when permitted, must be correctly cited in the assignment.

The UMass Global online library provides resources to support research, proper citation styles, and the safe and responsible use of generative artificial intelligence or Gen AI.

- The [Academic Integrity and Plagiarism Avoidance](#) page provides guidance to help students better understand academic integrity and includes tips on how to avoid plagiarism.
- The [Citing Sources](#) page offers guidance on how to properly cite using APA, MLA, and Chicago styles.
- The [Artificial Intelligence Resource Guide for Students](#) provides advice for understanding and appropriately using generative artificial intelligence tools such as ChatGPT and Bard.

UMass Global's Office of Accessible Education

Students who require disability-related services or accommodations to access their educational experience can register with the Office of Accessible Education (OAE). The Office of Accessible Education (OAE) is committed to ensuring equal educational access and opportunity for all members of our academic community. Students will be provided equitable and reasonable accommodations and services that are in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA)/Americans with Disabilities Act Amendments Act of 2008 (ADAA). Registration with OAE is on a voluntary, self-identifying basis. Please visit the Office of Accessible Education (OAE) website for more information about how to register for services, eligibility requirements, and information about potential academic accommodations and services.

Our university is committed to ensuring equal access for all students. Let us know about any accessibility barriers you encounter using any of our online systems or websites by submitting a [Feedback or Accessibility Concern Submission Form](#). We'll do our best to improve things and get you the information you need.

UMass Global's CARES Team

The CARES team is a campus-wide team of appointed staff and faculty responsible for identifying, assessing, and responding to concerns and/or disruptive behaviors by students, faculty/staff, and community members who struggle academically, emotionally, or psychologically, or who present a risk to the health or safety of the university or its members.

Individuals may refer themselves or other community members of concern by emailing cares@umassglobal.edu or by filling out a referral form [here](#). The CARES Team provides short term assessment, intervention, support, and recommendations of resources to those referred and engaged in the process.

UMass Global's Title IX Statement

The University of Massachusetts Global strives to maintain and foster a climate that promotes respect and human dignity. Sexual misconduct and relationship violence in any form is antithetical to the university's mission and core values, violates university policies, and may also violate federal and state law. The office of Title IX is primarily concerned for students' safety and well-being and is tasked with investigating all reports of sexual misconduct experienced by our community members. Title IX prohibits sex-based and gender-based discrimination and harassment, which includes discrimination based on pregnancy and/or pregnancy-related complications, parental status, and marital status. Students expecting or experiencing pregnancy-related complications, that may require educational accommodations, should contact the University's Title IX Coordinator and/or the Office of Accessible Education.

The University and Title IX's prohibition of sex discrimination also covers sexual harassment, sexual violence, and any other form of sexual misconduct. We offer options and resources to all students affected by these issues and are committed to providing a fair, thorough, and prompt investigation and adjudication process. If you or someone you know has been impacted by sexual assault, dating, and domestic violence, stalking, or sexual exploitation, please visit the [University's Title IX Resource Page](#) to access additional resources and information.

UMass Global's staff and faculty are tasked with reporting any possible sex or gender-based discrimination or Title IX violations to the University's Title IX Coordinator at civilrightscomplaints@umassglobal.edu.

[Click on this Link to our University Title IX Policy](#)