Moberly Area Community College
Common Syllabus

HST106H American History from 1865 (Honors)

Current Term

Instructor:
Office number:
Office hours:
Contact Information:
Classroom number:
Class days and time:

Catalog Description: HST106H American History from 1865 (Honors) (3-0-3)
This course is a survey of the economic, social, and diplomatic aspects of the United States from 1865 to the present. A study of the federal and Missouri constitutions is included. Honors sections of American History from 1865 stress critical thinking and analytical writing. Credit may not be received for both HST106 and HST106H. (IN)

Prerequisite/Co-requisite: Student must meet the criteria for admission into the Honors Program.

Text(s): The text is an ebook included with the class. There is no print option available in the MACC bookstore.
Title: The American Journey: A History of the United States
Author: Goldfield
Publisher: Pearson

Other required materials: None

Purpose of the Course: The purpose of the American History survey course is to enable students to learn about their legacy from the historical past of the United States. This should assist them in relating the present to the past in order to see how the present came to be as it is. The course should prepare students to be informed and conscientious citizens, to help them compare this country and its values and experiences with those of other countries, and finally, to begin to see themselves as an integral link between the historical past and the anticipated future of this nation.

Course Objectives:
1. To learn something about the discipline of history and to think about why people involve themselves in the study of history.
2. To understand the importance of the Civil War as a turning point in American history.
3. To understand the significant changes that took place in American society from the end of the Civil War to the early part of the twentieth century
4. To learn how the United States gained and maintained its status as a world power
5. To learn how the modern American lifestyle began to emerge during the 1920s
6. To learn what caused the “Great Depression” and to see how government’s response to that crisis changed its relationship to the American people
7. To look at the causes of World War II and to see how the war changed American economic and political life drastically
8. To learn about the various political, economic and social events of the 1960s and 70s, and to see how this tumultuous era changed America forever
9. To show the students that events which have happened in their own lifetime have already passed into the realm of history
10. To learn about the historical experience of African Americans, Native Americans and Hispanic Americans
11. To examine the early advances for women’s rights in American society
12. To examine the multi-cultural dynamics of 19th American society

Course Content:

1. The Discipline of History
   a. What is history and why do we study it?
2. The American Civil War
   a. Brief review of the Civil War/results of the War
   b. The process of reconstruction
3. Westward expansion and the New South, 1865-1900
   a. The development of the West
   b. Jim Crowe and the South
4. The industrialization of the United States
   a. Reasons for rapid industrialization
   b. Results of industrialization
   c. Political and social reform movements – late 1800s
   d. Decline of the American farmer/Populism
5. The Progressive era
   a. Reformers in society and government
   b. Impact of Progressivism
6. Emergence of the United States as a World Power
   a. The Imperialistic Impulse
   b. Spanish-American War and World War I change U.S. status
   c. Return to Isolationism during the 1920s and 1930s
7. The “Roaring 20s”s
   a. Republican administrations (Harding, Coolidge, Hoover)
   b. Domestic and foreign affairs
   c. Major changes in the American lifestyle during the 1920s
   d. Economic disaster – the stock market crash
8. The Depression 30s
   a. Causes of the Great Depression
b. Government response to crisis – The New Deal
c. Foreign affairs in the 1930s

9. The 1940s
   a. World War II and U.S. involvement
   b. The Cold War – early developments

10. The 1950s
    a. Basking in prosperity – Living with Cold War
    b. Social crisis – the early Civil Rights Movement

11. The 1960s
    a. Social Revolution
    b. Civil Rights, Women’s Liberation, Technology etc.
    c. The Cold War erupts
    d. From aid to intervention in Vietnam

12. The 1970s
    a. Winding down in Vietnam
    b. Domestic crisis -- Watergate
    c. America enters its Third Century, 1976
    d. Foreign policy successes and failures during 1970s

13. Recent United States History, 1980 – Present
    a. Republican Government in the 1980s
    b. Foreign and domestic events/crisis of the 1980s
    c. What’s in store for America? – events of the early 1990s

Assessment of Student Learning: Instructors will state their course requirements and grading system. Student learning outcomes may be measured through, but not limited to, the following: objective and essay questions, papers, quizzes, oral presentations, class participation, small group work, and/or projects. Each instructor is free to use their own grading procedures, consistent with the general policies and guidelines of the College.

Grading Scale:
A – 90-100%
B – 80-89%
C – 70-79%
D – 60-69%
F – 0-59%

Expected Study Time Commitments: Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

Description of Major Assignments: Each instructor may make reading assignments, book reports or term paper assignments or any other out of class assignments of a scholarly nature which they feel will enhance the quality of the student’s experience in the class. Because this is a college-level class, analytical writing should be stressed. Writing assignments may vary in length, structure and topic. Students in honors sections of courses will be assigned further
written and/or verbal projects in lieu of or in addition to the workload for non-honors sections of this course.

Schedule of Student Assignments/Activities: Instructors will identify a Student Assignment/Activities schedule. Instructors have the prerogative to construct the schedule by class periods, weeks or an overview of topics to be covered.

Statement to Connect Course with General Education Outcomes: In compliance with MACC’s General Education outcomes, the student who successfully completes this course will be able to:

- **Higher Order Thinking:** Students will demonstrate the ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; to solve problems by applying evaluative standards; and to reflect upon and refine those problem-solving skills. This outcome involves creative thinking, critical thinking, and quantitative literacy.

- **Communication:** Students will demonstrate the ability to communicate effectively through oral, written, or digital channels using the English language or quantitative or other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.

- **Managing Information:** Students will demonstrate the ability to discern when there is a need for information; and to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

- **Valuing:** Students will demonstrate the ability to understand the moral and ethical values of a diverse society; and to appreciate the values of diversity, equity, and sustainability.

**College / Instructor Policies:**

**Academic Dishonesty:** MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (Policy Handbook, M.010). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

**Attendance Policy:** Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of
attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

**Term Length Drop Calculations**

**16-week:** Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

**8-week:** Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

**4-week:** Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

**Intersession:** Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

**Definition of Course Attendance**

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<th>In Seat Course</th>
<th>Physically attending scheduled, face-to-face, class meetings</th>
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<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
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Hybrid Course  
Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:
- Completion of quizzes or exams during class meetings and online
- Submission of assignments during class meetings and online
- Participation in discussions during class meetings and online

Online Course  
Active participation in an online course includes the following:
- Completion of quizzes or exams
- Submission of assignments
- Participation in threaded discussions

Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. (*Policy Handbook*, I.090 & M.095)

Tardiness:  Per instructor’s policy.

Make up and late work:  Per instructor's policy.

Extra-credit work:  Per instructor's policy.

Student Email:  MACC Mail is the official student email system at MACC.  Official college communication is sent via this email system.  Students are responsible for checking their MACC Mail account regularly.  Students may also receive notifications and reminders from MACC through the online learning platform.  However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

ADA Statement:  Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services.  Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures.  For more information, please call either the Moberly office at (660) 263-4100 x 11240 or the Columbia office at (573) 234-1067 x 12120, or visit our web page at http://www.macc.edu/index.php/services/access-office.

Title IX Statement:  MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence.  All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct.  For more information on this policy or to learn about support resources, please see http://www.macc.edu/sexual-misconduct-
policy (links to an external site) or contact Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or CherylLybarger@macc.edu.