

Syllabus for UWXHS102

US History Since 1877

NOTE: This syllabus document contains the basic information of this course. The most current syllabus is available in the full course.

Course Description

A survey of American political, economic, social, and intellectual history from the era of the Civil War to the present. This Ethnic Studies (ES) course thoroughly integrates the historical experiences and contributions of racial and ethnic minorities within US society, fostering an understanding and appreciation of at least two groups.

Prerequisite(s)

None

Course Outcomes

- Describe key political and social developments in the history of the United States since 1877
- Describe the ways in which major actors and groups, including historically underrepresented racial/ethnic communities (including African Americans, Native Americans, Latinx Americans, and Asian Americans) have shaped the United States since 1877
- Demonstrate intercultural competence by reflecting on your perspectives regarding racial and ethnic groups perceived as different from yourself
- Distinguish between forms of historical evidence
- Analyze primary and secondary sources in the way historians do
- Use historical ways of thinking about change and continuity to help explain important developments in the United States since 1877
- Use historical evidence to support positions

Course Requirements/Components

1. Exams (30 %)

Exams are essay exams. Each exam will be composed of (at least 3) essay questions. Each exam is worth 10% of the final course grade. Due dates are provided in the course schedule. You will answer in your own words, but may refer to the course materials. Use only the course materials (readings, videos and other materials) to help you answer the questions. Students are expected to properly cite their sources (whether quoted or paraphrased) in Chicago Style and to proofread carefully.

2. Quizzes (20%)

Quizzes will be composed of objective questions (such as True/False or Multiple Choice). Students may use their course materials during the quizzes, but they will be timed, so you will want to complete the readings and view the other course materials before doing the quiz for a given lesson. (See the course schedule for due dates.)

3. Discussions (27%)

Students are required to complete 9 discussions. The instructor will post questions and students will respond in their own words, supported by historical evidence. This evidence will come from assigned readings and presentations, or other course material. A "discussion" will consist of the student posting an original answer to a question posed by the instructor and responding to what other student(s) have said, using historical evidence. For example, it is not sufficient to post a sentence agreeing (or disagreeing) with what someone else has posted. These response posts should add further information or explanation.

4. Cultural Reflection Assignments (10%)

The ability to relate to and empathize with people whom we perceive as different from ourselves and to reflect on our own perspectives is an element of this Diversity course. Using historical evidence to understand the experiences of racial/ethnic minorities/underrepresented groups (that are from a different background from yourself) you will write two assignments in which you reflect on those experiences and your own perspectives in relation to them. (Diversity Objective #5)

5. Debate Assignment: (4%)

This is an expanded version of a class discussion in which you will argue a position on a historical topic from the point of view of someone living in the era. You will use your course materials to assist you.

6. Primary Source Summary Assignment (3%)

Throughout the course, students will be working with historical primary sources. The first step is to grasp the meaning of what is being said. This assignment asks you to demonstrate skills in summarizing primary source material.

7. Primary Source Analysis Assignment (3%)

Historians question our sources. In other words, just because someone "was there," that doesn't mean he or she can tell the whole story of an event or that the account is objectively "true." So how do we know? In this assignment you will analyze aspects of primary sources the way historians do--(determining such things as audience, purpose, reliability and historical context).

8. Complete/Incomplete Activities (3%)

During the course a variety of practice quizzes and skills building activities will be provided. These will be helpful to you in preparing for the Exams. These will be graded as Complete or Incomplete.

Grading

The following grading scale will be used to evaluate all course requirements and to determine your final grade: (examples below)

Grade	Percentage Range
A	93% - 100%
A-	90% - 92%
B+	87% - 89%
B	83% - 86%
B-	80% - 82%
C+	77% - 79%
C	73% - 76%
C-	70% - 72%
D+	67% - 69%
D	60% - 66%
F	0% - 59%