



Walters State Community College Course Syllabus

Course Information

Course Number and Name: HIST 2020 Modern United States History

Section ID: 80373.202380

Semester and Year: Fall 2023

Credit Hours: 3

Start Date: October 11, 2023

End Date: December 08, 2023

Course Format: CON - Conventional Methodology

Catalog Course Description: American History II - The United States since 1877. A survey of the growth of the United States as an industrial and world power since Reconstruction: the industrial revolution, immigration, urbanization, rise of labor, Spanish-American War, Progressivism, World War I, Twenties, Depression and New Deal, World War II, Post-World War II era and the exercise of great power status in international affairs since World War II. **F, S, Su**

General Education Course Designation: General Education Course

Meeting Details: MTWR; 09:50AM - 11:20AM; GPHS GPHS

Course Drop Deadline: November 17, 2023

Instructor Information

Name: Dr. Paul Coker

Office Location: ACAD 220

Office Hours: <https://outlook.office365.com/owa/calendar/PaulCoker@ws.edu/bookings/>

Office Phone: 865-774-5847

Email: Paul.Coker@ws.edu

Supervisor Name: Dr. Suzanne Stephens

Supervisor Phone: 423.585.6785

Secretary Name: Lisa Horner

Secretary Phone: 423.585.2633

Required Textbook(s) and Materials

<https://console.pearson.com/enrollment/zrxdxaz> (American Stories digital textbook)

Edition: 4th Edition (digital)

Additional Information

This class requires the purchase of a digital edition of American Stories (4th edition) to complete required online reading assignments and quizzes. Click the link above to enroll in the textbook course site and access digital assignments.

Student Learning Outcomes/Objectives

- 1. Identify significant historical events in American History from Reconstruction through the modern era.
- 2. Provide examples of the role globalization and integration of different cultures and groups have had in the formation of American policy in the 20th and 21st centuries.
- 3. Assess the major social, political, and cultural issues that arose within the United States from 1877 to the modern time.
- 4. Differentiate between primary and secondary sources and integrate these sources into the study of history.

Instructional Approach and Methods

1. Students will be expected to attend class and to participate in class discussions and activities.
2. Students will be expected to read/view the required materials.
3. Students will be evaluated on their performance on quizzes, their written work, and their classroom activities and participation.

Assessment, Evaluation and Testing Procedures

20 Quizzes (3% each)	50% (+10% make up)
10 Charting the Past Assignments (3% each)	30%
History and Hollywood Discussion	10%
Group Presentations	10%

Grading Scale

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

Assignments

Academic Honesty, Plagiarism, and AI: The expectation in this course is that you will do your own work and carefully indicate your sources for words or ideas that are not your own. This includes cases where you may be paraphrasing or providing details (not just direct quotes). When in doubt, cite your sources.

Each assignment uploaded to eLearn is scanned for plagiarism/AI. Submissions flagged for plagiarism/AI will require a meeting with me and may result in severe penalties ranging from a "0" for the assignment to an "F" for the course. See the section below on "Academic Honesty" for more details about college-wide policies.

Quizzes (20 x 3% each = 50% + 10% make up points possible): The purpose of quizzes is to identify significant events, provide examples of the integration of different cultures and groups in US policy, and assess major social, political, and cultural issues in modern US history (see Student Learning Outcomes above: SLO 1, 2 & 3). we will have a total of 20 quiz opportunities during this term, each worth 3% of your course grade. Quiz grades will account for 50% of your overall course grade, so the final 3 quiz grades of the semester are extra points can be used as make up opportunities (or bonus points for your overall course grade). The purpose of this policy is to give you incentive to do your best while also giving you a chance to improve your grade if you happen to have a low score or miss a quiz. If extended absences force you to miss more than 3 quizzes, you should contact me so we can determine whether you can successfully complete the course. Most quizzes will be multiple choice questions based on assigned readings and in-class materials, but other classroom activities may be used as quiz grades as well.

Charting the Past Assignments (10 x 3% each = 30%): Similar to the quizzes, Charting the Past Assignments are designed to help you identify and assess the context of American social, political, and cultural history in the increasing globalized period from Reconstruction to the present (SLOs 1, 2, & 3). Complete the "quick check" questions and reading quizzes for the indicated Charting the Past

sections from the *American Stories* textbook on the course Revel site: <https://console.pearson.com/enrollment/zrdxaz >

Each Charting the Past assignment is due at the start of class on the listed date. See the detailed schedule or Revel for due dates.

Group Presentations (10%): This assignment gives you a chance to let your creativity shine as you and a small group of classmates use primary sources to help us interpret a historical question (SLO 4). Perform a short skit, write a song, invent a dance, create a comic, film a video, or simply lead a class discussion—it's up to you and your partners! See eLearn for more assignment details and due dates.

History and Hollywood Discussion (10%): What do historians mean by "primary source" and how can we use movies as primary sources to understand the past (SLO 4)? We will explore this question together through a special discussion forum this semester.

Definition of "primary source": historians use the term "primary source" to refer to an artifact from a certain era; so for example, you could use a movie made during the Great Depression as a source to study the culture and society that made that movie, or you could use a movie made during the Cold War to try to understand the society that made that movie. IMPORTANT DISTINCTION: if a filmmaker today, in the 21st century, made a movie about some past event like the Great Depression or the Cold War, historians would consider that a secondary source for understanding that earlier era rather than a primary source. A primary source is a sort of original artifact.

In your first post in this discussion, you should cover each of the following four points:

- 1) Pick a Hollywood film (for our purposes in this assignment, do not pick a documentary, but rather a movie made for entertainment purposes). Explain with specific examples how this movie is useful as a primary source
- 2) Cite pages from assigned materials where we can find more information on the historical context of your chosen movie
- 3) Cite two additional sources for more background information about the movie (may be books, articles, or non-wikipedia websites)
- 4) If possible include an internet link for the movie's trailer

To earn a passing score on this assignment, you must also include at least 2 follow up comments to other peoples' posts before the discussion closes.

Quality is more important than quantity, but you should aim for 300-400 words for the initial post and another 100-150 words per reply for at least 2 replies. See the detailed course schedule or the course eLearn site for due dates for your first response and replies.

Academic Honesty

Faculty expect all students to refrain from acts of academic misconduct including but not limited to:

1. Plagiarism - refers to using another person's ideas or writing without giving proper credit to the original source. Indulging in this type of conduct will subject the student to disciplinary sanctions, which may be imposed through the regular institutional procedures of Walters State Community College as outlined in the Student Handbook. Plagiarism will result in a grade of "0" for the paper/exam/presentation. Student Conduct and Disciplinary Sanctions contained in the college Catalog/Student Handbook apply (see policy 04:18:02 Disciplinary Sanctions). Plagiarism includes, but is not limited to the following:
 - a. Using cut/paste tool from original document with no references given.
 - b. Copying another student's work and submitting it as one's own.
 - c. Forging or otherwise altering signatures.
 - d. Giving or falsifying academic documents or materials.
2. Cheating - construed as attempting to deceive or mislead which includes, but is not limited to the following:
 - a. Utilizing old tests, projects, notes or written papers.
 - b. Providing unauthorized information to a fellow student about exam content.
 - c. Receiving unauthorized aid from any source with quizzes, examinations, or other assignments.
 - d. Seeking information in an unacceptable manner during/preceding an exam or other assigned work (cheat sheet, verbal exchange, looking at another person's paper or electronic device, utilizing headphones, using textbook when the test/quiz is not an open book test/quiz, using textbook test bank etc.).
 - e. Consulting with a classmate or others when taking a computerized test.
 - f. Disregarding other specific policies and procedures outlined for a particular class.
 - g. Utilizing unapproved technology/electronic equipment during testing (i.e.: mobile devices such as cell phones, smart devices, or tablets, etc.).
 - h. Using the same Internet Protocol network address (IP address) as another student for testing without approval from the course faculty.
3. The use of any generative artificial intelligence (AI) tool, such as OpenAI's ChatGPT, Google's Bard, or any other pre-trained language model (commonly referred to as "chatbot"), must be cited for any assignment where it has been used and may not be used unless specifically allowed by your instructor. Please see your instructor or the course policies within the syllabus if you have questions.

Student Resources

TUTORING SERVICES

Students in need of tutoring assistance are encouraged to contact the Office of Student Tutoring located as follows:

- Morristown Campus - Student Services Building Room L107 - (423) 585-6920
- Niswonger Campus - GRNV 226 - (423) 798-7982
- Sevierville Campus - MMH Room 210 - (865) 286-2787
- Claiborne Campus - Room 123A - (423) 851-4761

Specific tutoring assistance in mathematics and writing is available in-person and online as follows:

- Morristown Campus - English Learning Lab - HUM 120 - (423) 585-6970

[Walters State English Learning Lab \(opens in new window\)](https://www.walters.edu/academics/humanities/writing-lab)
[ws.edu/academics/humanities/writing-lab](https://www.walters.edu/academics/humanities/writing-lab)

- Morristown Campus - Mathematics Lab - MBSS 222 - (423) 585-6872

[Walters State Mathematics Learning Lab \(opens in new window\)](https://www.walters.edu/academics/mathematics/learning-lab)
[ws.edu/academics/mathematics/learning-lab](https://www.walters.edu/academics/mathematics/learning-lab)

TECHNOLOGY SUPPORT

Students who need assistance with computing and technology issues should contact the IET Helpdesk by phone at Morristown: (423) 318-2742; Niswonger: (423) 798-8186; or Sevierville: (865) 286-2789 or on-line access.

[Walters State Helpdesk \(opens in new window\)](https://www.walters.edu/helpdesk)
[helpdesk.ws.edu](https://www.walters.edu/helpdesk)

STUDENTS WITH DISABILITIES SUPPORT SERVICES

Students with disabilities must register with Student Support Services each semester in the Student Services Building, Room U134 (phone (423) 585-6892) if they need any special facilities, services, or consideration.

[Walters State Student Support Services \(opens in new window\)](https://www.walters.edu/student-services/disability/)
[ws.edu/student-services/disability/](https://www.walters.edu/student-services/disability/)

SUICIDE PREVENTION STATEMENT

Walters State is committed to and cares about all students. Support services are available for any person at Walters State who is experiencing feelings of being overwhelmed, hopelessness, depression, thinking about dying by suicide, or is otherwise in need of assistance. For immediate help, contact the National Suicide Prevention Lifeline by calling or texting 9-8-8 or the Trevor Lifeline at 1-866-488-7386. Veterans may also contact the Veterans Crisis Line at 1-800-273-8255 (press 1) or Text 838255.

Walters State has a relationship in place with the following community agencies to provide services (may include crisis referral services, prevention screenings, etc.):

- Cherokee Health Systems 423-586-5032
- Frontier Health 423-467-3600

College Policies

STUDENTS HANDBOOK AS OFFICIAL GOVERNING DOCUMENT

This class is governed by the policies and procedures stated in the current Walters State Community College Student Handbook. All students attending Walters State Community College, regardless of the time, location, or format of the class, must abide by the rules and regulations outlined in the current Walters State Catalog/Student Handbook and the current Walters State Timetable of Classes.

[Walters State Catalog \(opens in new window\)](https://catalog.ws.edu/)
catalog.ws.edu/

[Walters State Timetable of Classes \(opens in new window\)](https://ws.edu/admissions/registration/)
ws.edu/admissions/registration/

PURPOSE, LIMITATIONS AND MODIFICATION OF SYLLABUS

This syllabus sets forth the expectations for the course content, work, and grading as well as expectations for student performance and conduct. The syllabus does not constitute a contract between the student and the instructor or the College. The information contained here is subject to change at any time. The instructor reserves the right to modify this syllabus at any time with written notification to the students. Though changes are possible, it is expected that the course will be conducted as described in this syllabus for the semester/year specified in the Course Information section of the syllabus. This syllabus is only valid for the semester/year specified and course requirements are not guaranteed for future semesters.

COURSE GROUND RULES

- Students must attend the first day of on-ground class or contact the instructor prior to the first class. Failure to do this may result in being dropped from the class. Excessive absences may substantially lower the course grade.
- Regular class attendance is a student's obligation for any course regardless of format. (See the Walters State Catalog/Student Handbook). If a student misses class, it is his or her responsibility to contact the instructor regarding missed assignments and/or activities and to be prepared for the next class assignment.
- Students enrolled in web courses must follow the course attendance policy defined for online attendance during the first week of class and throughout the term. Failure to do this may result in being dropped from the class during week one OR may result in the accrual of absences which may negatively impact the student's grade in the course.
- Students who have not paid fees on time and/or are not correctly registered for this class and whose names do not appear on official class rolls generated by the Walters State student information system (MyWS) will not be allowed to remain in class or receive credit for this course.
- Electronic devices must not disrupt the instructional process or college-sponsored academic activity. Use of electronic devices is prohibited unless use of the device is relevant to the activity and use is sanctioned by the faculty member in charge. Electronic devices that are not relevant to the activity or sanctioned by the faculty member in charge should be set so that they will not produce an audible sound during classroom instruction or other college-sponsored academic activity.

FINANCIAL AID

Students receiving any type of financial aid or scholarship should contact the Financial Aid Office before making any changes to their schedule. Schedule changes without prior approval may result in loss of award for the current term and future terms.

All forms of student Financial Aid may be jeopardized or lost due to the lack of Satisfactory Academic Progress in one or multiple courses. Lack of Satisfactory Academic Progress may negatively impact a student's degree/certificate completion pace and further jeopardize Financial Aid eligibility.

CANCELLATION OF CLASSES AND ACADEMIC CONTINUITY

For information related to the cancellation of classes due to inclement weather or other events, please check the Senators Emergency Text system or the college's Web site at:

[Walters State Homepage \(opens in new window\)](http://www.waltersstate.edu/home/)
[ws.edu/home/](http://www.waltersstate.edu/home/)

[Walters State Facebook page \(opens in new window\)](#)

<https://www.facebook.com/WaltersState/>

[Walters State Twitter page \(opens in new window\)](#)

<https://twitter.com/waltersstate>

or call the college's student information line, 1-800-225-4770, option 1; the Sevier County Campus, (865) 774-5800, option 7; the Niswonger Campus (423) 798-7940, option 7; or the Claiborne County Campus, 423-636-6200, option 7. Also, please monitor local TV and radio stations for further announcements.

When an event or disaster interrupts the scheduled operations of the college and the ability to proceed with the academic course activities as planned, the college and your instructor may alter the course plan outlined in the syllabus. Should an event occur, students should refer to their course e-Learn pages and/or class materials previously delivered to receive guidance from their instructor. Students should continue to monitor the official college channels of communication listed in the above paragraph. If you would like to sign up for the Senators Emergency Text system, please go to the following Web site:

[Senator Emergency Text System \(opens in new window\)](#)

ws.edu/set/

Dual Enrollment students attending on a high school campus should refer to the high school inclement weather cancellations.

LEARNING MANAGEMENT SYSTEM

Brightspace (commonly known as eLearn or D2L) is the college's Learning Management System (LMS).

Brightspace is committed to accessibility by "deliver[ing] a learning experience that meets the needs of all people, regardless of age or ability." [Brightspace Accessibility Standard \(opens in new window\)](#)

Brightspace is also committed to guarding student data and privacy. [Brightspace Privacy Policy \(opens in new window\)](#)