

ARE YOU READY??!!

Intersession classes ARE FAST – ARE INTENSE – ARE DEMANDING!
We have FOUR weeks instead of SIXTEEN, with the same content and the same outcomes. !!!

Here are my recommendations for you before you even get started:

- Set aside 10-20 hours PER WEEK – I know, it's a LOT.
- Do what you can when you can – the whole course is OPEN so you can move at your own pace, and if you want to submit 10 quizzes in week 1, DO IT.
- Give yourself breaks! Please don't try to read everything in two days – you will drive yourself nutt-o. I recommend reading one chapter and time it – see how long it takes for you to read, take notes, confirm your learning, and answer any questions you have. Then create a schedule or plan for yourself on how much you can read and *when*.
- Start your writing assignments early – please don't try to complete everything in one sitting. Often our brains need time to “simmer” on a topic, and often your eyes see new opportunities on the page when you come back to a draft. My advice is give yourself a couple of days at minimum.

Last but not least, stay in communication with me! I am here to guide, to instruct, to support! I have not yet learned the fine art of mind-reading, so if you don't tell me what you're experiencing or if you need help or have questions, I will not know. Let's keep in touch!

Remember,

YOU CAN DO THIS

This course provides a platform for critical analysis of American history. Topics include industrial and technological development, the changing nature of society, cultural developments, domestic politics, and America's expanded world role. The course meets the California State University requirements for United States History. We will pay specific attention to the ways in which American citizenship is defined and revised, how different subsets of the population “petition” the government, and how the concept of “struggle” unites us all. We will also examine the intersections of race/ethnicity, class, gender, and sexuality and explore how these have changed over time. You may be required to work in assigned groups,



participate in presentations and discussions, but certainly you will be required to be an active learner in this class – yes, even online! There is a LOT of reading and writing required for this course, so expect to spend a lot of your time in both activities. Being able to convey your thoughts verbally and in essay format is a skill that takes time and practice thus you will have ample opportunity to practice. *You should expect to write the equivalent of 15-20 pages (3750-5000 words) for this course in variety of assignments that may include: short or long answer essay exams/quizzes, research*

projects, identifications and/or historical reflections/journals throughout the duration of the course.

“The function of the historian is neither to love the past nor to emancipate [them]self from the past, but to master and understand it as the key to the understanding of the present.”

- Edward Hallett Carr

Instructor Information:

Megan Lange: **CANVAS INBOX PREFERRED**
 424-477-2104
 lange_megan@sac.edu
 Office Location: *my office is closed during January*
 Office Hours: by appointment – phone/Zoom/Pronto
 Website: www.langemegan.com



SAC Mission: Santa Ana College inspires, transforms, and empowers a diverse community of learners.

Course Student Learning Outcomes:

Upon completion of this course you will be able to:

- 1) Critically analyze and interpret primary documents and secondary sources, and will be able to interpret qualitative and quantitative data in order to evaluate historical events;

- 2) Develop communication skills through oral and written exercises, and develop analytical skills by critically interpreting historical events;
- 3) Analyze how local, national, and international policies and practices developed in the past continue to impact their contemporary lives.

Course Requirements:

The study of history involves a lot of reading and analyzing content. As such, this course requires a lot of reading and writing. You will be given detailed instructions and grading rubrics for each assignment, and all assignments are due on the date they are listed on the calendar. There is one required course texts for this class, and **it is FREE!** We will be using the OpenStax *U.S. History* text (ISBN 1-947172-08-5), available online, as a downloadable pdf, print copy, or iBook. While there are links embedded throughout the course shell, they are here as well:

- [Online](#)
- [pdf download](#)
- print copy (available for purchase through Don Bookstore & Amazon)
- [iBook](#) (for purchase - \$6.99 - through iTunes)

I also highly recommend the app ([iOS](#) / [Android](#)) if you think you will ever access the text through a hand-held device.



Canvas

HIST 121 is fully online using CANVAS as the learning platform. You can access Canvas through the SAC website, or by going directly to <http://rscsd.instructure.com> –use your SelfService username and password to login and choose “HIST 121” from your course list to access our course shell. If you attempt to login but are unable to do so, please follow the [steps provided by the SAC Distance Education](#) office.

If you have other questions about Canvas and how it works, you can ask me or you can call their Help Desk at 1-844-612-7428 - save this number!

Direct ALL questions related to schedule and course content to me, using the “Inbox” tool embedded in Canvas (it works just like email).

Is this your first fully online course? Great! I highly recommend that you complete the [Quest for Online Success](#) as well as the [training module](#) available to all SAC students. Even if you are not new to online, you may be new to SAC or to Canvas, and these two training components will help you get prepared for a semester online at Santa Ana College. I will award 3pts of Extra Credit for proof of completion of each/either of these training courses.

Course Policies:

Learning is the goal of this course; as such the classroom space is a safe and open space, conducive to learning. Respect for yourself, fellow classmates and me, the instructor, is required for lively and productive discussion. Dissenting opinions are not only tolerated, but they are encouraged. I will jump in to discussions from time to time to add probing questions or to clarify information that was posted.

Attendance/Class Participation:

Since we do not meet face to face in a classroom, the guidelines for attendance differ slightly. I will however still monitor your comings and goings in the course, as well as time spent on some activities, made possible by Canvas. I encourage you to log in to our course shell daily; this is an extremely fast-paced course and the entire class contents will be open to you as of Day 1; as they said in the eighteenth century, don't dillydally!

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In addition, there are three preliminary milestones you need to meet in order to stay enrolled in the class:

1. Log in to the course shell by MONDAY, JANUARY 8, 11:59pm; if I see you have not logged in by Wednesday you may be dropped from the course.
2. Review the Course Information module in its entirety, and complete the introductory/syllabus quiz by WEDNESDAY, JANUARY 10, 11:59pm.
3. Post a reply to Discussion 1, Introductions -Week 1, by WEDNESDAY, JANUARY 10, 11:59pm as well as two responses to your peers by FRIDAY, January 12, 11:59pm.

Failure to meet these deadlines will result in automatic exclusion from the course. Throughout the session, if I see that you have not logged in or engaged with course material for over a week, this too may result in being dropped from the course. I encourage you to communicate with me early and often if you are experiencing difficulties (with technology, schedule or other) to avoid getting behind or being excluded.

The last day to drop the course **without** a "W" is JANUARY 9, 2024; **with** a "W" is JANUARY 28, 2024.

Grading Policy:

Assignments and exams will be given points according to the following scale:

- Module Discussions (10 total) = 200 points (20 points each)
- Reading Response (RR) = 30 points
- Primary Source Analysis (PSA) = 30 points
- Chapter Quizzes (14 total) = 140 points (10 points each)
- Annotated Bibliography = 50 points
- Exam = 60 points
- TOTAL = 510 points

Your percentage achievement will be computed by dividing your cumulative point total by 510.

Extra credit opportunities will be offered throughout the semester, but total point value will not exceed 5% (25 points) of total possible points. This does not include the Service Learning option if available. **Please note that missing assignments will be automatically scored with half credit.** While this helps maintain accuracy in final grade calculation, it is certainly insufficient for a passing final score. I encourage you to aim to complete most, if not all, assignments – they are designed to help you learn the content more thoroughly and to become expert communicators!

All assignments must be submitted typed – no handwritten papers will be accepted. You can check your grade at any time via Canvas GRADES.

All late work and extra credit must be submitted by TUESDAY, JANUARY 30, 2024 to be considered for credit.

The following grading scale will be applied

90-100 = A	=459+
80-89 = B	=408-458
70-79 = C	=357-407
60-69 = D	=306-356
59 OR BELOW = F	=0-305

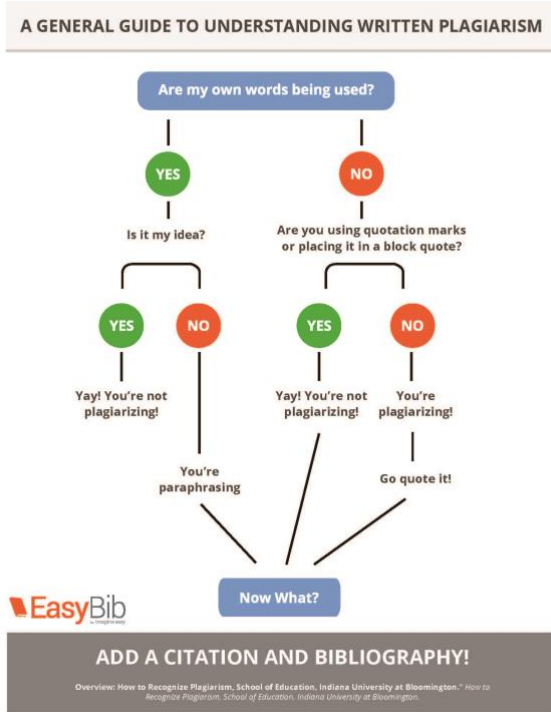
Late Work: There is a lot to cover in this course, and it is important that you keep up with assigned deadlines and due dates. I do however understand that "life happens" and there may be some instances when you need a little extra time. For this reason, you will have the option to choose ten (10) of the available sixteen (16) module discussion posts to respond to - while I do not accept late discussion posts, if you miss a module, it doesn't count against you. Each initial post you provide for the discussion is due by Friday night and your peer responses are both due Sundays. Any discussion forum that you participate in above the required 10 is worth 4pts Extra Credit.

Additionally, there are chapter quizzes for you to complete by Fridays (orientation quiz is mandatory to remain enrolled), with an extension of two days per quiz for late submissions. A minimum of 10% will be deducted from all late submissions, with the exclusion of week 4 assignments for which there is no late submission accepted. As

mentioned previously, I encourage you to communicate early and often with me regarding issues you may experience with deadlines or keeping up with the course. Technology or Internet issues are not excuses for late work; as an online student you are expected to have regular and consistent access to the course site for the duration of the semester. This may mean you need to visit the [Academic Computing Center](#) to submit assignments - plan ahead and plan accordingly.

A couple of good rules to follow: save your work in a document on your computer in addition to the submission field, and do not wait until the last second to attempt a submission (often everyone else is trying to submit at the same time and the system/site tends to be overwhelmed).

Education Plan: Do You Have an Education Plan? An education plan is essential to completing your education and to insuring that every class you take counts toward your college graduation and toward getting a job or moving forward with your professional development. If you have not worked out an education plan with a Santa Ana College counselor contact the [counseling office](#) and schedule an appointment. Do it today!



Academic Honesty – Cheating and Plagiarism: From the current Student Catalog: *“Students at Santa Ana College are expected to be honest and forthright in their academic endeavors. To falsify the results of one’s research, to steal the words or ideas of another, or to cheat on an examination, corrupts the essential process by which knowledge is advanced. Academic dishonesty is seen as an intentional act of fraud, in which a student seeks to claim credit for the work or efforts of another without authorization, or uses unauthorized materials or fabricated information in any academic exercise. As institutions, we also consider academic dishonesty to include forgery of academic documents, intentionally impeding or damaging the academic work of others, assisting other students in acts of dishonesty or coercing students into acts of dishonesty.”*

Limited sanctions include an academic action such as assigning a lower grade or a grade of "F" for the assignment, project, or test. College-wide sanctions include any sanction that will affect a student's standing with the college-at-large, up to and including suspension or expulsion from the college. **I will not give you credit for work that is not your own. This also includes copy/paste from online translators, paraphrasers, or AI-generated responses.** If you need assistance understanding what constitutes plagiarism I am more than happy to work with you.

When in doubt, cite your source. If you are unclear of what to do, the infographic to the left from EasyBib might be a good place to start.

Available Support Services (Tutors, Writing Lab): If you require extra academic support at any time throughout the semester, contact me. The SAC Learning Center offers remote tutoring to assist you with your reading and writing skills. See their [webpage](#) for more details. In addition, I am more than happy to help you with supplementary study resources. NetTutor is also available, accessible through our course shell.

Students With Disabilities: Please speak with me directly regarding any special accommodations you require in this course. Students with disabilities, whether physical, learning or psychological, who believe that they may need accommodations in this class, are also encouraged to contact [Disabled Students Programs and Services \(DSPS\)](#) as soon as possible to ensure that such accommodations are implemented in a timely fashion (714-564-6295; hours: M-TH 8:00am-5:00pm & F 8:00am-12:00pm or by appointment). Please meet with DSPS Staff to verify your eligibility for any classroom accommodations and for Academic assistance related to your disability. DSPS is located in the Johnson Student Center, JSC-108.

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Sexual Harassment: It is the policy of the Rancho Santiago Community College District to provide an educational, employment and business environment free of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment, as defined and otherwise prohibited by State and Federal law.

The Rancho Santiago Community College District forbids any form of sexual harassment. Prompt disciplinary action will be taken against any student or employee engaging in sexual harassment. If you feel that you have been the victim of sexual harassment please contact [Jennifer De La Rosa](#), the Interim District Administrator of Institutional Equity, Compliance and Title IX, at (714) 480-7404 OR if you are the victim of sexual assault call 9-1-1 OR visit the campus Wellness Center.

Students with Undocumented Status: I am an unapologetic and unafraid trained ally to undocumented students and their families. Please do not hesitate to contact me should you have questions or concerns about your status or would like guidance toward resources to ensure your success while at Santa Ana College. Check out our [college website dedicated to informing the community about undocumented-related resources \(i.e. AB540, DACA, financial aid, etc.\)](#).

No Trolls: Learning is the goal of this course; as such the classroom space is a safe and open space, conducive to learning. Respect for yourself, fellow classmates and me, the instructor, is required for lively and productive discussion. Dissenting opinions are not only tolerated, but they are encouraged. “Trollish” behavior, however, in the online environment is not permitted and will be subject to disciplinary action, including but not limited to removal of remarks, exclusion from discussion(s) or zero points. A troll is defined as someone who deliberately starts quarrels or posts inflammatory, extraneous, or off-topic responses to elicit a negative emotional response from a target. We can (and will!) disagree, but let’s do so respectfully.



In Case of Emergency: Download the Rave Guardian app (for [iPhone](#) or [Android](#)) to easily communicate your whereabouts and other safety concerns with campus staff. In addition, follow directions on text and email notifications sent by the school.

This syllabus is subject to change at any time

Calendar/Schedule of Class Readings, Topics, And Assignments

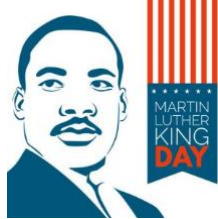
DATE	TOPIC	TEXT READINGS	ASSIGNMENT(S) <i>due Sunday nights 11:59pm unless otherwise noted</i>
WEEK 1 MODULE 1 January 8-14 <small>Jan. 9 is last day to drop <i>without</i> a “W”</small>	Introductions/Orientation	Plagiarism/citation module Zinn, intro to history	Profile Update Introduction Discussion Module 1 (required – choose 9 more throughout the session for full credit)
MODULE 2	The Era of Reconstruction, 1865-1877	OpenStax Chapter 16	Syllabus Quiz (required – choose 13 more throughout the session for full credit)
MODULE 3	Go West Young Man! Westward Expansion, 1840-1900	OpenStax Chapter 17	Primary Source Analysis (PSA) 1** **Choose ONE PSA of the available two

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DATE	TOPIC	TEXT READINGS	ASSIGNMENT(S) <i>due Sunday nights 11:59pm unless otherwise noted</i>
WEEK 2 MODULE 4 January 15-21	Industrialization, Urbanization, & Politics in the Gilded Age, 1870-1900	OpenStax Chapter 18, 19, & 20	PSA 2** Reading Response 1** **Choose ONE PSA & ONE RR of the available two 
MODULE 5	Age of Empire: American Foreign Policy, 1890-1914	OpenStax Chapter 22 ; Hoganson, <i>Fighting for American Manhood</i> OR Harris, <i>God's Arbiters</i>	
MODULE 6	The Progressive Movement, 1890-1920	OpenStax Chapter 21	
MODULE 7	Americans and the Great War (WWI), 1914-1919	OpenStax Chapter 23	
MODULE 8	The Jazz Age: Redefining the Nation, 1919-1929	OpenStax Chapter 24	
SMILE! You're half way there!			
WEEK 3 MODULE 9 January 22-28 <small>Jan. 28 is last day to drop with a "W"</small>	Brother, Can you Spare a Dime? The Great Depression, 1929-1932	OpenStax Chapter 25	Reading Response 2** **Choose ONE RR of the available two
MODULE 10	Franklin Roosevelt & the New Deal, 1932-1941	OpenStax Chapter 26; Murphy, <i>"The Servant Campaigns"</i>	
MODULE 11	Fighting the Good Fight in World War II, 1941-1945	OpenStax Chapter 27	
MODULE 12	Post-War Prosperity & Cold War Fears, 1945-1960	OpenStax Chapter 28	
WEEK 4 MODULE 13 January 29-February 4	Contesting Futures: America in the 1960s	OpenStax Chapter 29	Essay Annotated Bibliography due Friday, 2/2 Exam due Sunday 2/4 FINAL EXAM (chapters 16-32)
MODULE 14	Political Storms at Home & Abroad, 1968-1980	OpenStax Chapter 30	
MODULE 15	From Cold War to Culture Wars, 1980-2000	OpenStax Chapter 31	

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DATE	TOPIC	TEXT READINGS	ASSIGNMENT(S) <i>due Sunday nights 11:59pm unless otherwise noted</i>
MODULE 16	The Challenges of the Twenty-First Century; Course Final Thoughts	OpenStax Chapter 32	NO EXCEPTIONS
WOW! WE MADE IT!			