

Course Syllabus
HI-202-90-2
AMERICA SINCE THE CIVIL WAR
Fall 2019

INSTRUCTOR: MICHAEL E. WEAVER

CONTACT INFORMATION:

- **Email:** michael.weaver@chaminade.edu
- **Phone:** 808-739-7461
- **Office:** Henry 208B
- **Office Hours:** MTWTH 8:30 A.M. – 10:00A.M.
Or by appointment

REQUIRED TEXT: AMER.PEOPLE:CONCISE,V.2-REVEL ACCESS
NASH, ET AL
8TH 17 PEARSON
ISBN: 9780134625430

COURSE OVERVIEW

This course is a study of the political, social, economic and cultural history of the United States since its Civil War. Topics to be studied include immigration, industrialization, economic depressions, world wars, the Cold War, the rights of women, African Americans, Native Americans, and other groups.

GENERAL EDUCATION CORE LEARNING OUTCOME

Within the context of this course, the student will demonstrate a capacity to articulate the fundamental questions of ultimate meaning that will intellectually and spiritually engage them throughout their lives.

COURSE LEARNING OUTCOMES LINKED TO THE PROGRAM AND GENERAL EDUCATION LEARNING OUTCOMES

At the conclusion of this course, each student will be able to:

- Demonstrate an understanding of the forces, both internal and external, that shaped, defined, and challenged the United States of America after the Civil War
- Demonstrate an understanding of change, continuity and causality by employing chronology as well as cause and effect throughout American history since the Civil War
- Demonstrate an understanding of historical empathy by judging the past on its own terms and in so doing better understand present-day issues, problems, politics, and decision making that confront the people of America today
- Demonstrate an understanding of an awareness of multiple perspectives and interpretations, recognizing that there exists many different modes of understanding America's history since the Civil War
- Demonstrate an understanding of multi-cultural insight by being able to see, assess, and/or appreciate issues from perspectives other than those defined by one's own cultural background.

CANVAS

This course is listed on CANVAS, Chaminade's online platform. All written assignments are to be submitted to the CANVAS site ONLY according to published deadlines on the site and also announced in class. Copies of all handouts, readings, etc. will also be available on the course website.

EMAIL

I will normally respond within one to three days via email. Weekend emails will most likely not be read until Monday, so schedule accordingly Please note: It is University policy that faculty may only respond to student emails sent via their official Chaminade email address. Therefore, I will not respond to emails sent from other sources.

COURSE REQUIREMENTS

Since this is an online course, no specific class meetings are required. To be successful in this course, you must be willing to allocate sufficient time to access course materials, participate in online classes and discussion groups, and complete all of the assignments. Similar to traditional classroom courses, you will interact with the content, your teacher, and your classmates through course assignments and discussions as indicated in this syllabus and on the course website.

Weekly Essay Assignment Questions (Due each week by Sunday, 11:00 p.m. HST)

I will post a written essay assignment, worth 20 pts, on the course website for each individual week. The assignment will usually be based on a related weekly reading assignment or topic. Each student is required to submit an essay of 1000 words or more answering the question. Your opinions are welcomed and encouraged. Please feel free to include them in your responses. However, some relevance to the readings should be included in your answer. A good essay will include a student's personal opinion on the subject matter as well as thoughtful consideration of the readings and the questions posed. Quotations from the readings to back up or refute any aspect of the topic are also welcome and should be cited appropriately. Essays submitted after the weekly deadlines are eligible to receive partial credit for that week.

Weekly Discussions (Due each week no later than Wednesday and Sunday, 11:00 p.m. HST)

Each week, I will post a discussion question, worth 5 pts, usually something related to the readings for that week. Your comments on the discussion topic assigned for that week must be relevant to the question and, in the case of the second posting, a thoughtful response to a fellow student's answer. A minimum of two posts per week is required, one as your own statement and one in response to another student's statements/comments. You can post additional responses beyond the minimum two if you wish. *All posts must be made NO LATER than 11:00 p.m. HST on the following days of the week:*

- *Wednesday: Your initial response to the question (3 pts.)*
- *Sunday: Your response to others in the class (2 pts ea.)*

The deadlines for each posting are the latest you can post a response for full credit. You can post earlier if you wish. Because an active "give and take" is essential to the threaded discussions, once the week is over, no further entries for that week will be accepted for credit.

Term Paper

The term paper will be due no later than 11:00 p.m. HST on the last day of class. Instructions for the Term Paper will be posted on CANVAS shortly.

Exams

A Final Exam will be administered **online** during Finals Week.

Grading

Your final grade will be based on a percentage of your point total for the course:

- Weekly Essays 90 pts.
- Weekly Discussions. 40 pts.
- Term Paper 20 pts.
- Final Exam 50 pts.
- **TOTAL POINTS 200 pts.**

A (*“Outstanding scholarship and an unusual degree of intellectual initiative”*)

- 90% or higher point total
- 90% or higher grade on the Final Exam
- Satisfactory and timely completion of all written assignments and discussions

B (*“Superior work done in a consistent and intellectual manner”*)

- 80-89% point total
- Passing grade on Final Exam
- Satisfactory and timely completion of all written assignments and discussions

C (*“Average grade indicating a competent grasp of subject matter”*)

- 70-79% point total
- Passing grade on Final Exam
- Satisfactory and timely completion of all written assignments and discussions

D (*“Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work”*)

- 60-69% point total
- Passing grade on Final Exam
- Satisfactory and timely completion of all written assignments

F (*“Failed to grasp the minimum subject matter; no credit given.”*)

- Less than 60% grade on the Final Exam
- Unsatisfactory completion of all written assignments and discussions
- Unsatisfactory class attendance
- Unsatisfactory class participation

SYLLABUS CHANGE POLICY

This syllabus is a guide and every attempt is made to provide an accurate overview of the course. Occasionally, it necessary for the instructor to modify the syllabus during the semester due to the progress of the class and/or unforeseen changes in the schedule. Changes to the syllabus will be made with advance notice whenever possible.

COURSE SCHEDULE

Week of Oct. 7-13

- Reading Assignment: Ch. 14 in *The American People: Creating a Nation and a Society*
- Essay Due: 10/13
- Discussion Posting Due: 10/9, 10/13

Week of Oct. 14-20

- Reading Assignment: Ch. 15 & 16
- Essay Due: 10/20
- Discussion Postings Due: 10/16, 10/20

Week of Oct. 21-27

- Reading Assignment: Ch. 17 & 18
- Essay Due: 10/27
- Discussion Postings Due: 10/23, 11/3

Week of Oct. 28-Nov. 3

- Reading Assignment: Ch. 19 & 21
- Essay Due: 11/3
- Discussion Postings Due: 10/30, 11/3

Week of Nov. 4-10

- Reading Assignment: Ch. 20
- Essay Due: 11/10
- Discussion Postings Due: 11/6, 11/10

Week of Nov. 11-17

- Reading Assignment: Ch. 22 & 23
- Essay Due: 11/17
- Discussion Postings Due: 11/13, 11/17

Week of Nov. 18-24

- Reading Assignment: Ch. 24
- Essay Due: 11/24
- Discussion Postings Due: 11/20, 11/24

Week of Nov. 25-Dec. 1

- Reading Assignment: Ch. 25 & 26
- Essay Due: 12/1
- Discussion Postings Due: 11/27, 12/1

Week of Dec. 2-8

- Reading Assignment: Ch. 27 & 28
- Essay Due: 12/8
- Discussion Postings Due: 12/4, 12/8

Week of Dec. 9-15

- Review Week: no essay assignments or discussion postings
- Term Paper Due: 12/15

Week of Dec. 16-18

- Final Exam to be given online, date and time TBA

SCHOOL POLICIES

Academic Honesty

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity include, but are not limited to:

- **Cheating:** Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- **Fabrication and Falsification:** Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- **Multiple Submissions:** The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- **Plagiarism:** Intentionally or knowingly presenting the work of another as one's own. Plagiarism includes, but is not limited to:
 - Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
 - Copying of someone else's exam or paper.
 - Allowing someone to turn in your work as his or her own.
 - Not providing adequate references for cited work.
 - Copying and pasting large quotes or passages without properly citing them
- **Abuse of Academic Materials:** Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- **Complicity in Academic Dishonesty:** Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Disability Access

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly.

As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center | 808-735-4845.
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

MARIANIST EDUCATIONAL VALUES

The five characteristics of a Marianist Education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provides a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.