

HISTORY 106A: HISTORY OF THE AMERICAN PEOPLE SINCE 1865

SPRING 2025

Instructor: Alyssa Arnell

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Office: N320

Class Location: Moodle/Online

Office Hours: See Moodle Page for Office Hours & Zoom Link



Course Description: Reconstruction; industrialism and triumphant capitalism; the capitalist model of society; business and the protestant ethic; labor, populism, and dissent; imperial expansion and the progressive politics; crisis in the American Dream; The Great Depression and the New Deal; minorities and change; the roots of contemporary American foreign policy to Vietnam War.

Prereq: ENG 090 and ENG 094 (COL 090), or satisfactory placement test scores

Course Subject and Themes: The aim of this course is to explore the diverse narratives that have shaped the trajectory and nature of U.S. culture. Through a social justice lens, questions we will ask include: What is the causality between events and outcomes over time? What evolutions have we seen in the role of government? What has shaped and defined our responsibilities as citizens to each other? How does the law shape and inform society? How does society shape and inform the law? What impacts disparately affect groups based upon gender, race, class, sexual identity, disability, nationality, and other marginalized groups? What is the role of the media in our society and culture? How has war altered our national perspective?

Course Objectives: Class discussions, and assignments are designed to help students find their own voice in historical inquiry. Students will learn how to use historical contextualization to analyze historical documents, use critical thinking to make informed assessments about historical questions, use reliable resources to support individual assertions, and be empowered to think critically and with fair-mindedness. We will focus on the external pressure that impact internal group functions; consider various perspectives in contextualizing the past; and apply the qualifiers of historic influences of economics, politics, law, society, and culture to our evaluation of the past moments, people, and events.

All of these tasks require proper critical thinking and communication skills, which are essential to your success in both school and your future endeavors.

Student Learning Outcomes:

- Critical Thinking: Students will learn to apply historical frameworks and methodologies to critically evaluate both primary and secondary resources.
- Historical Contextualization: Students will utilize critical thinking and evaluation to assess the various economic, political, social, cultural, and legal influences on past events and people.
- Social Justice: Students will learn to first consider the impact of external institutional pressures and influences to understand divergent group function.
- Writing Integration: Students should demonstrate proper knowledge and skills involved in historical analysis of original research and persuasive writing.

Teaching Procedures: Our classes are held online and are designed to encourage student-based discourse. Specific examples, case studies, and narratives will be drawn from the weekly readings to highlight varying and specific historical considerations and topics. Socratic devices and multi-media are used to enhance the learner's experience and to promote critical thinking.

Course Readings: All assigned content is housed on our Moodle page. The content for this class is curated from our library holdings and freely accessible online sources. You should not pay additional costs to access the class content. If you come across a paywall, do not pay for the content. Instead, please let me know that there is an issue with the link so that I can update the content.

ASSIGNMENTS AND GRADES

| Assignments | Grade Distribution |
|--------------------------------|--------------------|
| Discussion Forums (35%) | A = 90-100 |
| Research Paper (15%) | B = 80-89.89 |
| Written Assignments (30%) | C = 70-79.89 |
| Public History Project (15%) | D = 60-69.89 |
| Student/Professor Meeting (5%) | F = 59.89 or below |

Discussion Forums

35%

Your discussion forum grade will reflect your active participation in the class. You may earn up to 30 points each week. In order to receive full credit for the discussion, you must post your initial response by Thursday evenings and at least one additional response to your fellow classmates.

You must post on at least two separate occasions in each module for full credit. This means post on by Thursday and another day of the week. Your postings must be substantive and show your understanding of the key concepts from the module readings. Cite at least twice in your initial reply to the assigned content. Your initial response must be at least 300 words in length and should also include cited references formatted in MLA style.

Public History Project

15%

History is made up of the entire human experience. This assignment focuses on human expression. You will create a digital product: virtual museum exhibit with a guided tour, documentary/television program, or a podcast. Your final project highlights your creativity in vision and focus. Remember, the project seeks to promote self-expression, which is an indelible aspect of historical exploration. Thus, you will want to be creative!

Research Paper

15%

Each student will be assigned a research topic based upon individual preferences and historical interests. This is a formal page persuasive essay. You are required to attend at least one (1) individual meeting student-faculty meeting to discuss your topic. This meeting may be by Zoom or in-person.

Writing Assignments

30%

You will complete various writing assignments in this class. Each assignment is designed to promote critical thinking and application of historical content.

Required Individual Student/Professor Meetings

5%

You will write a short research paper in our class based upon a topic that we design together. We will meet for a required one-on-one meeting to brainstorm about topics. After that, you are expected to communicate your progress, stop by office hours, or make additional appointments as needed to ensure that you have received the guidance and feedback that you need to successfully complete the essay.

CLASSROOM EXPECTATIONS & ACADEMIC POLICIES

STUDENT BEHAVIOR: When communicating with instructor via email, please apply professional etiquette. Emails, whether from your smart phone or not, should have a respectful greeting, clearly identify the subject of your email in the subject line, politely ask question or for assistance and end with a salutation and your name.

Attendance Policy: Students are expected to attend our online class regularly throughout each week. If you are unable to meet the attendance requirements, it is imperative that you contact me prior to any deadlines. You will not be able to make up the work for this class if you are not present on a weekly basis.

Late Work Policy: If you have a family or health emergency, please notify me right away so I can extend deadlines and help you best succeed in the course despite the emergency. Unless there is an excused cause for repeated failures to meet deadlines or to participate on a consistent basis. You will not be allowed to make up the work in our class without an excused absence. All students are held to the same expected standards of professionalism, which include the expectation that you meet deadlines and make a concerted effort to engage with the content and complete your work showing a good faith effort to synthesize the content.

Plagiarism/Intellectual Honesty: All work you turn in for credit MUST be work that you yourself have created. Any instance in which you use ideas or content from another source, whether human or AI-generated, must be clearly and accurately cited. While AI may be used for brainstorming, if you present content created by artificial intelligence as your own, you are plagiarizing. If you rely on AI to construct the

voice of your writing then you are not centering your own voice, which means you are not meeting the requirement for the written assignments. Failure to properly use or reference AI content is plagiarism and a violation of the [Student Code of Conduct \(see the section on academic dishonesty, pages 10-11\)](#). The first incident of plagiarism will lead to a zero for the assignment. A second offense will lead a “F” for the course and an official record of the violation.

We have tools and people that can help you figure out how and when to cite your sources. Use the tutorial on [MLA citations and plagiarism](#), the [tutorial on APA citations and plagiarism](#), or contact a GCC librarian at library@gcc.mass.edu.

GCC Counseling and Learning Support

If you are struggling for any reason and believe this may impact your performance in this course you are encouraged to contact the Learning Support Counselor, Kathleen Keough, keoughk@gcc.mass.edu or 413 775-1337 to learn about how she can support your academic and personal success. If you are not prepared to contact Kathleen, feel free to approach me if you are comfortable doing so. This will enable me to best support your success in this course and provide or refer you to any resources that may be available.

Usability, Disability & Design Statement

To support access and inclusion, Greenfield Community College offers reasonable accommodations to students who have documented disabilities (e.g. physical, learning, psychiatric, sensory, etc.). If you require accommodations for this class, please provide me with a copy of your Accommodation Agreement as soon as possible so that we can discuss your specific needs. Any information that you share with me will be held in the strictest confidence, unless you give me written permission to do otherwise. If you require academic accommodations but do not have an Accommodation Agreement, please contact Disability Services as soon as possible to establish your eligibility for services. For more information, or to schedule an appointment, please call 413-775-1332. Disability Services is located in the Wellness Center on the fourth floor of the Core in C423. Website: <http://www.gcc.mass.edu/ds/>

Assistance With Basic Needs

Are you overwhelmed by expected or unexpected costs of attending college, such as transportation, internet, housing, food, utilities, or child care? Are financial stressors interfering with your academic focus? Rosemarie Freeland, Coordinator of the Women's Resource Center and office of Student Basic Needs, provides a broad spectrum of resources, referrals, advocacy, and emergency cash grants. These services are available to students of all genders who are experiencing barriers to access, attendance, and retention. Students experiencing a resource gap or financial crisis are encouraged to complete the resource request application found at <https://www.gcc.mass.edu/wrc/emergency/> and to contact Rosemarie Freeland. Rosemarie is located in the Women's Resource Center in C212A and can be reached by email at freeland@gcc.mass.edu or by phone at (413) 775-1114.




CLASS SCHEDULE

Each week you will find PowerPoint presentations that will highlight the week's key concepts. These




presentations will also identify and introduce the various readings, videos, and interactives that have been chosen and designed to help promote a comprehensive understanding of the weekly topic. Your initial discussion replies should include several cited references to the assigned content for that module. This is how you show that you are actually engaging with the content each week. Use MLA formatting as you reference specific quotes, examples, and other evidence from the assigned work. In each module you are expected to contribute to our discussion forum. Additionally, the schedule below indicates due dates for the all required work.

In our Moodle page, you will find your readings, tasks, and assignments in a format similar to the following Module one below:




MODULE ONE: 1/28-2/2: *Introduction and Background*

-  COMPLETE REQUIRED READINGS/VIEWINGS/INTERACTIVES
-  POST AT LEAST TWICE TO THE DISCUSSION
-  COMPLETE INTRODUCTORY QUIZ




MODULE TWO: 2/3-2/9: *Reconstruction and the Redemption Era*

-  COMPLETE REQUIRED READINGS/VIEWINGS/INTERACTIVES
-  POST AT LEAST TWICE TO THE DISCUSSION
-  COMPLETE HISTORICAL CONTEXT ASSIGNMENT




MODULE THREE: 2/10-2/16: *Plains Indians and Manifest Destiny and the Gilded Age*

-  COMPLETE REQUIRED READINGS/VIEWINGS/INTERACTIVES
-  COMPLETE RESEARCH SCAVENGER HUNT
-  POST AT LEAST TWICE TO THE DISCUSSION



MODULE FOUR: 2/17-2/23: *Industrial Revolution, Labor and Populism & Imperialism*

-  COMPLETE REQUIRED READINGS/VIEWINGS/INTERACTIVES
-  POST AT LEAST TWICE TO THE DISCUSSION
-  SCHEDULE INDIVIDUAL STUDENT MEETINGS WITH PROFESSOR




MODULE FIVE: 2/24-3/2: *Progressivism, Women's Movement, and Temperance*

-  COMPLETE REQUIRED READINGS/VIEWINGS/INTERACTIVES
-  POST AT LEAST TWICE TO THE DISCUSSION
-  COMPLETE PRIMARY SOURCE ANALYSIS ESSAY

MODULE SIX: 3/3-3/9: *WWI & Era of Corruption*




-  COMPLETE REQUIRED READINGS/VIEWINGS/INTERACTIVES
-  POST AT LEAST TWICE TO THE DISCUSSION

MODULE SEVEN: 3/10-3/16: Harlem Renaissance, Eugenics Crime


-  COMPLETE REQUIRED READINGS/VIEWINGS/INTERACTIVES
-  POST AT LEAST TWICE TO THE DISCUSSION
-  COMPLETE RESPONSE ASSIGNMENT

MODULE EIGHT: 3/17-3/23: SPRING BREAK



MODULE NINE: 3/24-3/30: 1930's Great Depression and the New Deal

-  COMPLETE REQUIRED READINGS/VIEWINGS/INTERACTIVES
-  POST AT LEAST TWICE TO THE DISCUSSION
-  COMPLETE PRIMARY SOURCE ANALYSIS




MODULE TEN: 3/31-4/6: Public History Check-Ins

-  MEET WITH PROFESSOR BY TUESDAY MORNING
-  POST AT LEAST TWICE TO THE DISCUSSION


MODULE ELEVEN: 4/7-4/13: *World War II*

-  COMPLETE REQUIRED READINGS/VIEWINGS/INTERACTIVES
-  POST AT LEAST TWICE TO THE DISCUSSION




MODULE TWELVE: 4/14—4/20: Redomestication and the Queer Movement

-  COMPLETE REQUIRED READINGS/VIEWINGS/INTERACTIVES
-  POST AT LEAST TWICE TO THE DISCUSSION
-  COMPLETE ANNOTATED BIBLIOGRAPHY AND WORKING THESIS

MODULE THIRTEEN: 4/21-4/27: Civil Rights Movement & The 1960s: Vietnam and Social Movements

- COMPLETE REQUIRED READINGS/VIEWINGS/INTERACTIVES
- POST AT LEAST TWICE TO THE DISCUSSION
-  SUBMIT INDEPENDENT RESEARCH PAPERS

MODULE FOURTEEN: 4/28-5/4: Disabilities Rights Movement, the Environment, and Power Movements

-  COMPLETE REQUIRED READINGS/VIEWINGS/INTERACTIVES
-  POST AT LEAST TWICE TO THE DISCUSSION
-  SUBMIT PUBLIC HISTORY TRANSCRIPTS

MODULE FIFTEEN: 5/5-5/11: 1980s & 90s: *1980s Conservatism: War on Drugs and Crime*

- ❓ COMPLETE REQUIRED READINGS/VIEWINGS/INTERACTIVES
- ✚ POST AT LEAST TWICE TO THE DISCUSSION
- ✚ SUBMIT PUBLIC HISTORY PROJECTS

MODULE SIXTEEN: 5/12-5/14: *Public History Presentations*

- ✚ POST TO THE DISCUSSION BOARD.
- ✚ POST TO PRESENTATION SECTION