

AMBERTON UNIVERSITY
e-COURSE SYLLABUS

HIS1012.E1 American History 1876 to the Present
Fall 2026

PROFESSOR INFORMATION:

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COURSE INFORMATION:

HIS1012.E1 American History 1876 to Present
Level: Undergraduate
Beginning Date of Session: Saturday, Sept 12, 2026
Ending Date of Session: Thursday, Nov 19, 2026

Student access available to the Student Portal: Saturday, Sept 12, 2026.

Students enrolled in distance learning courses are not assessed any additional fees for security or identity verification.

COURSE PREREQUISITES:

None

TEXTBOOK(S) AND REQUIRED MATERIALS:

Title: *The American Yawp: a Massively Collaborative Open U.S. History Textbook, Vol.2: Since 1877*
Author: John Locke and Ben Wright
Publisher: Stanford University Press
Year Published: 2019
Edition: First Edition
ISBN: 9781503608146 for the ebook OR 9781503606883 if you prefer paperback
Price: Available at <http://amberton.ecampus.com>

Amberton University has an agreement with eCampus.com to provide a full-service online bookstore to students. The Amberton University Virtual Bookstore is accessible through the University's website, www.Amberton.edu. There is also a bookstore link in the Student Portal.

The AU Virtual Bookstore provides an easy to use interface, online buyback of books, and same day shipment of most titles with an average delivery time of 2-3 days depending on the student's location. Textbook options include new, used, rental, and electronic media as available.

Since no books are sold on campus, students should plan accordingly and purchase their books in advance of the first day of class, allowing time for shipping. Be certain you are enrolled in the course before purchasing your book(s). All textbook information (Title, Author, ISBN, etc.) is available in the course syllabi so students can shop competitively. Most textbooks can be purchased from many different textbook vendors. Some textbooks may only be available on the University's Virtual Bookstore. Students should be careful to obtain the exact resource(s) required for the course.

APA Requirement

APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 7th edition, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the Publication Manual of the American Psychological Association, (7th ed.). All coursework at Amberton University will comply with the standards contained in the APA Publication Manual.

COURSE COMPETENCIES:

The course introduces the cultural, social, political, economic, history of the United States from 1876 to the present. The course is designed to help students understand and evaluate their society in the context of the historical experience. Topics include history events such as the settling of the American West, definition of the “New South,” the Great Depression, the New Deal, World War II, the Cold War, and the Civil Rights Movement.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

1. Understanding the concept of manifest destiny as it applies to the settlement of the American West.
2. Defining the “New South,” with emphasis on its economic, social, political, and racial features.
3. Understanding the impact of industrialization in America, including the rise of corporations, the transformation of work, and the growth of cities.
4. Comparing and contrasting the Populist and Progressive responses to the emergence of modern America.
5. Analyzing the emergence of America onto the world stage at the turn of the century.
6. Describing the New Era of the 1920s, including consumerism, transportation, the economy, and social unrest.
7. Understanding the causes of the Great Depression and the response of the New Deal.
8. Describing America’s move from isolationism to internationalism during the 1930s and World War II.
9. Understanding the Cold War both at home and abroad.
10. Analyzing the causes for the effects of the post-World War II economic boom in the United States.
11. Describing the impact of the Civil Rights Movement in post war America.
12. Understanding the “Great Society” and its legacy in modern American history.
13. Analyzing American society at home and abroad during the Vietnam War era.
14. Describing the economy, politics, and culture of the post-Vietnam era.
15. Discussing American society at the end of the Cold War.
16. Exploring tools available using artificial intelligence (AI) to best organize historical events.

ACQUIRED SKILLS:

1. Primary Source Analysis
2. Using Artificial Intelligence in Historical Contexts
3. Critical Thinking

COURSE POLICIES:

Assignments

1. *Quizzes.* The textbook is the main resource for this course. **Five quizzes** will be used to measure their comprehension of the book. Usually, quizzes will cover two chapters.
2. *Discussion board.* Student are expected to demonstrate their knowledge of the textbook by responses to **3 discussion boards**. Responses to the instructor’s initial discussion question(s) are called response 1 and should be posted by midnight Wednesday night. Initial responses should be thoroughly written, a minimum of 200 words. Responses to peers are called response 2 and should be posted throughout the week before the Saturday due date. The accuracy of post, professionalism, consistency, and quality of engagement will determine the grade. Respectful responses are a must, and anything less can impact a student’s grade.
3. *Primary source analysis papers.* Students will need to present their analysis of 2 assigned primary sources. This is NOT a research paper, and secondary sources should not be consulted except for a dictionary. Student will be shown how to read carefully, interpret, and write concisely. The **2 papers** should be at least 250 words but not longer than 350. They should explain 1) the main point of the text, 2) how does the author support the main point, and 3) a quotation that you think is the most important of the text.

→ These assignments are designed to develop the above Acquired Skills. A specific manner of using Artificial Intelligence can either help or detract from the development. Therefore, AI should be used in this course **ONLY** to define words and phrase from historical eras. How to develop effective prompts will be explained on Moodle. Students should not use AI to generate discussion responses or primary

source papers. The ability to analyze and think critically is undermined when students depend on AI to create, edit, or evaluate responses and papers. In my experience, some students even develop a dependence on it. AI is not allowed in any form to complete quizzes.

Late work

No late assignments will be received for any reason. However, students can turn in a maximum of two journal article reviews for 2 extra credit points on the final grade. Each review will give 2 points. If a student turns in two review, they will earn 4 extra points to their final grade. The articles must be related to a topic from the list of competencies and must be from the *Journal of American History*. The reviews will be returned to the student if they don't meet the minimum quality but given an opportunity to resubmit it. Instructions and evaluation rubric will be found on Moodle.

Online courses are susceptible to technical limitation that can hinder submission. Students are responsible to for having access to reliable internet service (at home or Starbucks) and for backing up their work. **No late work will be accepted** even if students have technical malfunctions or internet issue. Waiting until the last hour to complete and submit work is a risk that students take.

Student's Responsibilities

This syllabus contains information, policies, and procedures for a specific course. By enrolling, the student agrees to read, understand, and abide by the policies, rules, regulations, and ethical standards of Amberton University as contained in the current university catalog and schedule of classes.

Attendance Policy:

Regular and punctual class attendance and engagement is expected at Amberton University. In case of an absence, it is the student's responsibility to contact the professor as soon as possible. If a student intends on withdrawing from a course, it is the student's responsibility to follow the university's policy on formally withdrawing from a course. **Ceasing to attend classes does not constitute an official withdrawal.**

Attendance in a lecture course is defined as punctual arrival to, and engagement in, a full lecture session. A Student in a lecture course missing more than 20% (two class periods for weekday classes or one class period for Saturday classes) of the class meetings may be assigned a grade of an "F" or withdrawn at the discretion of Amberton University.

Attendance in a distance learning course is defined as active participation in the weekly online class sessions. "Active participation" can be defined as: submitting an academic assignment, taking an exam, engaging in an interactive tutorial, participating in an online discussion forum (or chat session), or initiating (or responding to) a communication with a faculty member about an academic assignment or the subject matter of the course. A student not meeting these requirements may be assigned a grade of an "F" or withdrawn at the discretion of Amberton University.

Plagiarism Policy

Plagiarism is the presentation of someone else's work as though it were your own. If you use another person's words, ideas, or information; or if you use material from an outside source – whether a book, magazine, newspaper, business publication, broadcast, speech, or electronic media – you must acknowledge that source. Plagiarism is a violation of the University's code of student ethical conduct and is one that is taken seriously. Amberton University operates on an honor system; therefore, honesty and integrity are essential characteristics of all who are associated with the institution. All Amberton students are expected to abide by the honor system and maintain academic integrity in all their work. Amberton University and its instructors monitor student work for plagiarism and reserve the right to submit such work to technology-based plagiarism detection services and applications at any time.

Self-plagiarism means reusing work that you have already published or submitted for a class. It can involve:

- Resubmitting an entire paper
- Copying or paraphrasing passages from your previous work

Self-plagiarism misleads your readers by presenting previous work as completely new and original. Students may not submit the same paper in substance in two or more classes without prior written permission of the instructors involved.

Amberton University students who use Artificial Intelligence (AI) generated content (in this course limited to defining terms) must adhere to the following policies:

Originality: Students must avoid presenting AI generated content as their own original work. It is essential to acknowledge the involvement of AI in the content creation process in order to maintain academic and ethical standards.

Paraphrasing: When using AI generated content, students must rephrase and/or modify the generated text. Paraphrased AI generated content should also be properly cited.

Acknowledgement: When using AI generated content in any assignment, proper credit must be given to the AI system that generated the content. <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Students agree that by taking this course, all required assignments may be subject to submission for a textual similarity review to Turnitin.com for the detection of plagiarism and self-plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism in future papers. Use of Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com website.

Turnitin is a writing improvement and plagiarism prevention tool which uses special algorithms, to compare text-based student submissions to the Turnitin database and other online sources. Turnitin produces a detailed **similarity report** that can be customized and viewed by instructors and students.

Turnitin “Draft Coach” is a Google based add-on to Turnitin which supports students in developing high-quality academic writing; and serves as an integrity coach. Draft Coach helps address errors and improve the quality of student’s writing by highlighting grammar mistakes, identifying incorrectly cited sources, and scanning for similarity across several databases. By providing formative feedback on how to address citation issues, incorrect grammar, and matches with the Turnitin database, Draft Coach provides explanations to help students become more confident writers, capable of producing higher quality work both in academics and in the workplace.

COURSE OUTLINE AND CALENDAR:

Week	Topic	Assignment	Competencies Covered	Due Date
1 Sept 12-19	Capital & Labor	Read Chapter 16 & Discussion Board 1	2	Sept 16 – response 1 Sept 19 – response 2
2 Sept 20-26	Conquering the West	Read Chapter 17, Quiz 1	1	Sept 26
3 Sept 27-Oct 3	Life in Industrial America & American Empire	Read Chapters 18 & 19, Primary Source Paper 1	3	Oct 3
4 Oct 4-10	The Progressive Era & World War I and Its Aftermath	Read Chapters 20 & 21, Quiz 2	4,5	Oct 10
5 Oct 11-17	The New Era & The Great Depression	Read chapters 22 & 23, Discussion Board 2	6,7,8	Oct 14 – response 1 Oct 17 – response 2
6 Oct 18-24	World War II	Read chapter 24, Quiz 3	8	Oct 24
7 Oct 25-31	The Cold War	Read Chapter 25, Primary Source	9,10	Oct 31

		Paper 2		
8 Nov 1-7	The Affluent Society & The 1960s	Read Chapters 26 & 27, Quiz 4	11	Nov 7
9 Nov 8-14	The Unraveling & the Triumphs of the Right	Read chapters 28 & 29, Discussion Board 3	12,13,14	Nov 11 – response 1 Nov 14 – response 2
10 Nov 15-19	The Recent Past	Read chapter 30, Quiz 5	15	Nov 19

GRADING CRITERIA:

Quiz	40%
Discussion boards	35%
Papers	25%

Undergraduate

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F

GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:

Students should review instructor feedback provided through Moodle or Amberton CampusWeb Portal. Final grades are processed approximately one week after the session and may be viewed through the student portal. Grades will not be released by phone or through unsecured channels. University instructors will not leave a message with comments or grades in any type of media that is not secure.

For questions regarding grades after the semester has ended, students should use their university email account and contact the instructor at the faculty email address as provided above in Professor Information area.

INCOMPLETE GRADES

An "I" (Incomplete) grade is granted only at the professor's discretion for emergencies or illness.

Students have 30 days from the end of the session to complete the course requirements. If the conditions are not met within this 30-day window, the "I" automatically converts to an "F".

HOW TO WITHDRAW FROM A COURSE

To be official, the class withdrawal must be in writing and signed by the student requesting the withdrawal; no withdrawal is accepted verbally. Please review the "Schedule of Classes" (online or in-print) for procedures for class changes or withdrawals and the refund policy and schedule.

COURSE DELIVERY METHODOLOGY:

This course is delivered through Moodle. Students are expected to have reliable internet access, basic computer skills, the ability to upload/download files, use Amberton email, and submit assignments in the required format. Students needing assistance should use the Amberton SSO support/ticket process.

HOW TO ACCESS YOUR COURSE:

SINGLE SIGN-ON (SSO) INSTRUCTIONS FOR AMBERTON UNIVERSITY

Students should access Amberton systems through the Single Sign-On portal at <https://sso.amberton.edu>. After logging in, students can access Moodle, Amberton email, CampusWeb, and other assigned applications. Students who need help accessing SSO should submit a support request through the SSO support option or contact support@amberton.edu.

MOODLE TUTORIAL:

Upon successful log in and access to the Moodle learning platform, there is a Student Moodle Tutorial course available, to learn about the basics of Moodle. Simply click on the link for the Student Moodle Tutorial and read through the various learning topics: Navigating; Communicating; Assignments & Exams; Grades; and Student Resources.

COURSE COMMUNICATIONS:

Students will communicate with faculty through the Moodle Learning Platform or the Amberton University email system.

EMAIL COMMUNICATION

Students are expected to use their Amberton email account and Moodle for course communications. Students must use their official university email account for all university related communication and should check their Amberton emails regularly for course and university notices.

Upon completion of a session, all communication and course specific information is removed from the Moodle system. If a student needs to maintain a record of communications or assignments, the student is strongly encouraged to print out or download these items to a disk for their own records.

FORMAT AND SUBMISSION OF ASSIGNMENTS:

Assignments must be submitted through the appropriate Moodle assignment link unless otherwise directed by the instructor. Students are responsible for submitting files in the format required by the instructor.

INSTRUCTOR/COURSE EVALUATION:

Students will have the opportunity to complete an anonymous course and instructor evaluation near the end of the session. Instructions and dates will be provided through Moodle and/or Amberton email.

RESEARCH RESOURCES:

The Amberton Library provides access to full-text articles, peer-reviewed databases, and research tools, with options like Interlibrary Loan (ILL) and TexShare for items outside its collection. For research assistance, students can connect with library staff during operating hours via email (Library@amberton.edu), phone (972-279-6511 ext. 185), "How-to" videos, live online chat, or in person at the Garland campus. The online library is available through Single Sign On (SSO).

MICROSOFT OFFICE 365 EDUCATION:

Amberton University students may access Microsoft 365 Education resources as provided by the university.

GOOGLE WORKSPACE FOR EDUCATION:

Amberton students are assigned a Google Workspace for Education account, including Amberton Gmail, Google Drive, Google Docs, Sheets, and Slides. Students should use their Amberton Google account for course-related work when required.