

HIST 114

United States History Survey Since 1865

Dr. Jennifer Fry
Spring 2013

The United States Since 1865 (3) American politics, society, and culture from the Civil War to the present, including Reconstruction, late 19th-century urban-industrial world, Populist-Progressive era, America's emergence as an international power in two world wars, the 1920s, Great Depression, and 1945 to the present. Designed to give overall perspective and an introduction that can be followed by more specialized coursework. (M1)

This semester we will focus our study on the question “What does it mean to be an American?” The answer to this question often depends on issues such as class, gender, ethnicity, era, place of origin, and socialization. Through the analysis of primary documents and a variety of secondary sources, we will focus on this and other broad questions. The liberally-educated person should have a critical understanding of the American experience in order to better interpret the world around them and comprehend how the past plays a role in their daily life.

Objectives:

- To identify the political, social, economic, and cultural forces that have produced a common U. S. heritage
- To identify major events, persons, ideas, and circumstances that contributed to the development of American attitudes and institutions.
- To analyze concepts that give meaning and order to the primary sources and raw data of the past and present of the United States.
- To identify and analyze significant problems and situations pertaining to the continuing issues of contemporary life.
- To effectively navigate the various scholarly resources of American Studies.
- To apply interdisciplinary strategies for defining and critiquing notions of U. S. identity and culture.

Goals:

- To improve understanding of significant events and issues that influenced the development of the United States.
- To better recognize the social, cultural, economic, political, geographic and technological interdependence of all persons in the United States.

General Learning Outcomes for the Student:

In addition to the more content-related objectives described above, this course has some general liberal-learning goals of developing academic skills. It is expected that successful completion of this course will help you improve your ability:

- To manage information, which involves sorting data, ranking data for significance, synthesizing facts, concepts and principles.
- To understand and use organizing principles or key concepts against which miscellaneous data can be evaluated.
- To differentiate between facts, opinions, and myths and how we use them.
- To frame questions so as to better clarify a problem, topic, or issue.
- To compare and contrast the relative merits of opposing arguments and interpretations, moving between the main points of each position.
- To organize thoughts and communicate them clearly and concisely in written and/or oral form.

COURSE METHODOLOGY AND PROCEDURES:

Texts:

1. **Give Me Liberty**; Seagull Edition (3rd), Volume 2, Eric Foner. ISBN: 978-0-393-91189-3
2. **All students must enroll in this course on Blackboard. This must be completed by noon January 16.**

Examinations:

Three exams will be given during the semester and will be scheduled at least one week in advance. All tests will be essay in structure, including short answer and primary source interpretation questions based on primary sources found on Blackboard. Students will complete a minimum of one essay on each exam. Study guides will be provided to each student in advance of the exam. Students will be allowed a 5 minute open note period in the last 10 minutes of each exam. Textbooks or photocopies of textbooks are prohibited during this note period.

Cultural Event

Students are required to attend the James Lawson lecture scheduled for March 14th, 2013 at 7:30 pm. in the Prosser Auditorium. Roll will be taken and students are encouraged to take notes as the content of this lecture will be included in the second paper. Failure to attend this lecture will lead to a 5 (five) point deduction of your final grade.

Writing Assignments:

The course schedule below lists weekly reading assignments (to be completed by the entire class every week.) Students will complete writing assignments based on readings. All papers will be a typed(double spaced, 12 pt type with one inch margins), in Microsoft Office format (.doc) and submitted via Blackboard dropbox created by the professor. Students will complete two five page papers (1250 words) on focused on primary sources, with incorporation of secondary sources. Additional handouts will be provided that describe in detail paper requirements.

Homework and Quizzes

On occasion there will be homework assignments and in class quizzes to assess student learning and insure that that reading is being completed. The assignments will be announced; quizzes will be unannounced. It is recommended that students be aware of what reading is due and pay close attention to announcements made in class. If a student is absent for the class when an announcement is made, the student is still responsible for the assignment. Late assignments will not be accepted. If a student is absent for a pop quiz, they will not be able to make it up.

Extra Credit:

Students will be able to earn extra credit points by completing online quizzes on Blackboard. These quizzes will help the student review material, personally assess their progress, and aid in preparation for the exam. Questions will be taken from the entire chapter, not just the material focused on in class. Students can take these quizzes from any computer with internet access but all quizzes must be completed by announced deadlines. (no exceptions) Depending on performance, students can receive up to 14 bonus points on each of the three exams. Students receiving a 9/10, or 10/10 will receive 2 bonus points for each quiz. Students receiving a 8/10, 7/10, or 6/10 will receive 1 bonus point. Those students who receive 5/10 or lower will not receive any bonus points.

Classroom Accommodations:

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

Academic Dishonesty:

Any form of academic dishonesty, as discussed in the Student Handbook, can result in a failing grade in the course and additional action by college officials. Any student caught plagiarizing will receive a 0 for the assignment. Any student caught cheating on an exam will receive a zero for the exam. For the detailed policy see: <http://www.moravian.edu/studentlife/handbook/academic/academic2.html>

Attendance Policy:

Attendance is required and will play a part in the determination of the final grade. **No student will receive a higher grade than the percentage of classes attended.** This applies to all class levels; seniors and upperclassmen are not excluded from this policy. Students who arrive after roll is taken will be marked as absent, and must meet with the professor after class if they wish to have this absence changed. After twice arriving late, students who continue this practice will be marked absent. **After two absences for any reason, the professor reserves the right to deduct 5 points from your final grade for each additional absence.**

Inclement Weather or Class Cancellation Policy

Please note that I may cancel classes if I cannot make the trip to campus because of inclement weather. ALL classes cancelled by the college or myself will have alternate assignments on Blackboard. If class is cancelled, I will attempt to post the information on the web site by 1PM on the day of class. Students are responsible for checking Blackboard and completing the assignment before the next class meeting. Failure to complete the assignment will lead to a student being marked absent for the class time.

Grade Scale:

A = 94- 100	C = 74- 76
A- = 90- 93	C- = 70- 73
B+ = 87- 89	D+ = 67-69
B = 84- 86	D = 64-66
B- = 80- 83	D- = 60-63
C+ = 77- 79	F = Below 60

Grade Formula:

Exam 1	15%	Attend/Class Part	10%
Exam 2	15%	Response Paper 1	15%
Exam 3	20%	Response Paper 2	15%
		Homework/Quizzes	10%

Essays in examinations and papers should be well organized, with a strong thesis in the introduction, a marshalling of historical evidence that proves your point, and a strong conclusion that summarizes the argument. Grammar, syntax, spelling and vocabulary will be included as part of paper grades, as poorly written essays cannot communicate sophisticated ideas.

Make-up Policy(Exams and Writing Assignments):

All scheduled exams and assignments must be completed on the scheduled date. **Response Papers turned in late will not receive a grade higher than a B- (80). For each additional day late, 10 pts will be deducted. (Second day late 70 pts highest possible, third day 60 pts highest possible....etc)** “Late” is defined as any time past the normal start of class or assigned time. “Day” is defined as each 24 hour period, not as each class period. Exceptions can be made only with prior approval by myself **when discussed at least 24 hours in advance** and in emergency cases with a valid excuse from a college official or medical professional. Upon acceptance of this excuse and verification, new exam dates or timetable for assignment completion will be rescheduled at the earliest convenience of all parties involved. Papers & assignments will not be accepted via email, they must be submitted via Blackboard.

Online Materials:

Blackboard will be utilized for the online grade book and instructional support features. Students will have real time access to their grades and additional study materials relating to the textbook. Powerpoint slides and a copy of the syllabus are also available on Blackboard.

Class Participation:

As learning to express ones self is part of the college experience, students are required to actively participate in classroom discussions. Active participating means thoughtfully participating in discussion on a regular basis, mere attendance does not count as adequate participation. Students will be expected to read the assigned material and arrive at class prepared. Many questions will be posed to the class as avenues for discussion. The professor will keep a running total of who is participating. Excessive absences and failure to participate will result in a low grade in this category. If a student is absent for the announcement it is their responsibly to check with their classmates to see what is missed. **Students may have beverages in class, but should not eat during class as this disturbs others.**

Electronic Device Policy

Cell phones and other communication devices should be placed on silent (not vibrate) during class time. Students will be allowed to briefly glance at their phones, but receiving and placing calls, texting, internet surfing, watching videos, listening to music, etc... is prohibited. **(No TYPING—If you are typing on your phone you will be asked to put it away for the remainder of the class.)** The privilege of checking your phone will be revoked if it is abused. All phones must be turned off during exams. Laptop computers are allowed in class but ONLY word processing programs are allowed. Students who are observed at using any other program during class will be asked to leave and will lose the privilege for the rest of the semester.

Email Etiquette:

The easiest way to contact me is via email. **fryj@moravian.edu** It is my policy to respond to all email within 24 hours on weekdays and 48 hours on weekends. Please do not expect an immediate response. Students should conduct themselves in a professional manner when emailing professors, providing a subject and using proper grammar, spelling, punctuation and capitalization. Emails from Moravian accounts without a subject will not be opened.

Office Hours and Contact Information:

Classroom: Comenius 309 Office: Comenius TBA Office Hours: Mondays & Wednesdays 12: 30 to 1:10 & 2:20 to 2:35

Course Outline:

1. Week of January 14th ----- **Chapter 15: Reconstruction**
2. Week of January 21th ----- **Chapter 16: America's Gilded Age, 1870-1890**
3. Week of January 28th ----- **Chapter 17: Freedom's Boundaries, at Home and Abroad, 1890-1900**
4. Week of February 4th ----- **Chapter 18: The Progressive Era, 1900-1916**
5. Week of February 11th ----- **Chapter 19: Safe for Democracy: The U. S & World War I, 1916-1920**

Exam 1 (Tentative Feb 18)

6. Week of Feb 18th ----- **Chapter 20: From Business Culture to Great Depression: 1920-1932**
7. Week of February 25th ----- **Chapter 21: The New Deal, 1932-1940**
8. Week of March 11th ----- **Chapter 22: Fighting for the Four Freedoms: World War II, 1941-1945**
9. Week of March 18th ----- **Chapter 23: The United States and the Cold War, 1945-1953**

Exam 2 (Tentative March 25)

10. Week of March 25th ----- **Chapter 24: An Affluent Society, 1953-1960**
11. Week of April 3rd ----- **Chapter 25: The Sixties, 1960-1968**
12. Week of April 15th ----- **Chapter 26: The Triumph of Conservatism, 1969-1988**
13. Week of April 22nd ----- **Chapter 27: Globalization and Its Discontents, 1989-2000 and Chapter 28: September 11 and the Next American Century**

Final Exam (as scheduled by the registrar's office)

Please note, syllabus details subject to change. Changes to the syllabus will be distributed in writing.

First Exam Study Guide Part 1

Each examination will contain an essay portion worth 45% of the exam grade. The essay questions will be chosen from the questions below. On each exam there will be two questions, and you are required to answer one. As I am providing the questions in advance, I will expect a well written answer that addresses all aspects of the question.

1. Discuss the positive and negative aspects brought about by industrialization and urbanization in the late 1800s. Be sure to include a discussion of new methods of production and organization, the organization of workers and farmers (labor movement), working and living conditions, consumption, and leisure.
2. Explain the motivation behind imperialism in the United States. Be sure to discuss American intervention around the globe, including Hawaii, the Caribbean, the Philippines, the Far East, and the Spanish-American War.
3. Discuss the Progressive movement in the United States during the late 1800's and early 1900's. Be sure to discuss the role of reformers and presidents and the issues they each addressed. Assess how successful they were in bringing about change.
4. Discuss American involvement in World War I. Be sure to include a discussion of the reasons for American involvement, and American contributions to the both the war and peace negotiations. Were Woodrow Wilson's ideals and policies a success or failure?

Tips for Success

- Write out essays in advance. Email them to me at least one week before the exam for feedback.
- Read essay questions before each class—keep in mind the question while taking notes.
- Be sure to answer the entire question.
- Prepare a brief outline of the question in advance, use key words to jog your memory. Take two minutes to outline before writing essay to maintain focus.
- To achieve the highest score on essays add and describe people, places, and events. Details = more points!
- Exams are structured to take the entire class period. Expect to spend at least twenty-five minutes writing the essay.

First Exam Study Guide Part 2

Short answer essays and multiple choice questions will compose forty- five percent of your exam grade. Short answers could consist of a description of the item AND a sentence summarizing the item's importance. In the case of broad concepts, ("subsistence agriculture," cultural imperialism...etc....) a solid example should be included.

Ten percent of your exam grade will be based on your analysis of primary documents taken from Blackboard. You will be presented with a document and will need to write a paragraph that describes the document and links the document to an event or individual. Points will be earned for description and the use of outside information. These documents are NOT listed on this sheet.

Radical Republicans	Freedman's Bureau	10% Plan
Wade Davis Bill	Lincoln's Assassination	Thirteenth Amendment
Fourteenth Amendment	Military Reconstruction Act	Tenure of Office Act
Fifteenth Amendment	Ulysses S Grant	Carpetbaggers/Scalawags
Compromise of 1877	sharecropping	Mississippi Plan
American System	trusts/monopolies	Andrew Carnegie
Vertical integration	horizontal integration	John D. Rockefeller
Robber Barons	Second Wave Immigration	Birds of Passage
Chinese Exclusion Act	Anti-Semitism	ethnic neighborhoods
Scientific management	assimilation	dumbbell tenements
cheap amusements	palace of consumption	catalog sales
Credit Mobilier	Boss Tweed	Bossism
Tammany Hall	"waving the bloody shirt"	Civil Service Reform
Social Darwinism	Knights of Labor	International Workers of the World
Haymarket Square	Anarchists	American Federation of Labor
Socialists	New South	Jim Crow
Ku Klux Klan	Ida B Wells	Plessy v. Ferguson
Booker T. Washington	W.E.B. DuBois	Atlanta Compromise
Buffalo Soldiers	Ghost Dance	Wounded Knee
Dawes Severalty Act	Indian Schools	Cattle Herding
Frederick Jackson Turner	Populist Party	Grange
Gold Standard	William Jennings Bryan	Eugene V Debs
Muckrakers	17 th Amendment	Triangle Shirtwaist
Muller v Oregon	Mann Act	Nineteenth Amendment
Settlement House	Pure Food and Drug Act	Nativism
Margaret Sanger	Comstock Act	Ida Wells Barnett
Prohibition	Russo Japanese War	'trust-busting'
Triangle Shirtwaist	Eugenics Movement	Environmental Conservation
Bull Moose Party	Education Reform	Theodore Roosevelt
William Howard Taft	Woodrow Wilson	The Great Migration
NAWSA	Alice Paul	19 th Amendment
Alfred Thayer Mahan	Hawaii	Spanish American War of 1898
Yellow Journalism	<i>USS Maine</i>	Platt Amendment
Philippines	Dollar Diplomacy	Gentleman's Agreement of 1907
Zimmerman Telegram	<i>Lusitania</i>	Selective Service Act
Espionage and Sedition Act	Trench Warfare	Espionage Acts
Brest Litovsk Treaty	"Big Three"	Treaty of Versailles
Red Scare of 1919	Wilson's Fourteen Points	

Tips for Success

- Print out slides and highlight terms.
- Read over list before class and make sure you take good notes on each topic.
- Write out definitions each term that includes who, what, when, where and why this item is important.
- Do not wait until the last minute to start preparing, write out definitions each class or week.