2014

144-02 History of the United States from 1865

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History 144: History of the United States from 1865

Spring Semester 2014
Instructor: Cathy Collopy
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Section: 144-02 Class Meeting: TH 8:30 – 9:45 Room: Hailstones 5

Rationale
This course is the second half of a survey course of United States history, covering the period following the Civil War through the present. During this period, the United States went through major changes – economic, technological, international, and environmental. We will study these momentous changes and how they affected diverse groups of Americans and their understanding of liberty, justice, and equality.

Required Text:

Learner Outcomes
Students who attend class regularly, keep up with the reading assignments and participate in group & class discussions, can expect to learn the following:
Through readings, written assignments, and group/class discussions, students will understand how historical forces influence current events and how contemporary problems have a historical antecedent.
Through primary-source readings and related writing assignments, students will develop critical thinking skills by learning to distinguish between various kinds of documentary evidence and by learning to understand the difference between reliable and unreliable, valid and invalid sources.
Through readings, essay assignments and exams, students will use the perspective of history to analyze and discourage all forms of discrimination, including ethnic, racial, and/or gender.
Through readings, lectures, and group/class discussions, students will understand the individual life, and the immediate milieu, in an historical context to gain perspective on contemporary life and times.
Through written assignments and group/class discussions, students will practice written and oral communication skills by presenting rational arguments and conclusions based on the study of historical evidence.
Grading Policy
Your final grade will be based on the following:

\textbf{Class participation and Attendance.} Students are expected to attend class regularly and to have completed the assigned readings as the syllabus states. This will enable you to participate in class discussions. The more a student participates in class discussions, takes notes, and reads the assigned material, the better he/she will understand the topic. Therefore, each student will be allowed only three missed class periods. The highest grade you can achieve if you have missed four classes is a “B+”; seven missed classes is a “C”. Since you know ahead of time when the assignments are due, lame excuses will not justify lateness. Texting in class or laying your head down on the desk will result in an absence. Three tardies of less than ten minutes will be counted as an absence; one tardy of more than ten minutes will be counted as an absence. If you have missed a quiz or assignment because of an illness or emergency, you must have something in writing (official, that is) to make up the grade. Furthermore, 1/10th of the final grade will be based on the student’s participation in discussions and class activities, and a demonstration of his/her knowledge of the material.

\textbf{Blackboard Discussion Assignments.} Six times during the semester you will be asked to participate in a blackboard discussion and contribute two meaningful and thoughtful posts that reflect your analysis of at least four of the readings for the topic under discussion. An analysis does not mean whether or not you agree with the author, although you can ADD your opinion. Your posts must be entered by 4:00 am previous to the day of the discussion, so the instructor can look them over and see where any misunderstandings lay. These posts will be graded and at the end of the semester your top five grades will make up 1/10th of your final grade. You will receive zero points if: 1. you make no reference to information in the primary sources; 2. you rely too heavily on information from the introductions to the primary sources; 3. you choose only to interpret an illustration; or, 4. you use a quotation longer than 10 words. A thoughtful 10-point response would include your interpretation of the sources and will illustrate an understanding of the sources as a group (meaning you do not make a generalization that completely ignores one or more sources that contradict your view), and will recognize the points on which sources agree or disagree and the nuances between the different views. The only grades possible, other than a zero, are a ten, eight, or six. If you have any questions about the grades you are receiving, please see the instructor early in the semester so the problem can be corrected.

\textbf{Quizzes based on readings.} Throughout the semester you will take six quizzes based on the readings in your text. They will test your comprehension of the material & will be short answer. At the end of the semester your top five grades will make up 1/10th of your final grade.

\textbf{Outside text.} There will be two outside texts assigned for this semester (Warriors Don’t Cry and Summer for the Gods). When the text is due, there will be a comprehension quiz or an assignment that asks you to go beyond the book to create a product.

\textbf{Historical Analysis.} Students will complete a more in-depth writing assignment (1000 words) based on primary sources that will be made available through Blackboard.

\textbf{Exams.} There will be three exams scheduled for this class. The first two will be non-cumulative and the final will be partially cumulative. These exams will test your knowledge of events, people, and places, and your ability to construct logical, thoughtful essay responses. There will be no make-ups for these exams without prior approval from the instructor.

\textbf{Current Events.} Knowing what is going on in our nation & world is an important part of living in a democratic society. Much of what happens today is connected to, or comparable to, events from the past. Students will be required to turn in two current events assignments during the semester that compare, in 100 words, an event from today with an event we have studied (discussing one similarity between the past & present event & one difference). These should be typed, dated, and in paragraph form, and should include a citation only of the article discussing the current event.
**Map Quizzes.** There will be three announced quizzes that will test students’ knowledge of historical geography. These will be worth 10 points each. On Blackboard you will find a blank map of the United States. If you feel unsure of your geography, it might be helpful to print this off & make use of it as often as necessary.

Ten Blackboard Discussions & Quizzes 100 points 450-500 points  A
Book Quiz & Assignment 50 points 400-449 points  B
Historical Analysis 50 points 350-399 points  C
Two non-cumulative exams 100 points 300-349 points  D
Cumulative Final 100 points 0-299 points  F
Current Events 20 points  (minuses & plusses are standard)
Map Quizzes 30 points  
Class Participation 50 points

**E-mail policy**
I will not read or respond to an email that lacks proper grammar, capitalization, or a salutation. While I encourage you to use email for questions about the readings or assignments, I will not accept papers sent through email.

It is your responsibility to regularly check your Xavier email and Blackboard for Announcements.

Students who need any type of accommodations for this course must meet with the DSO (Room 320 University Center) to fill out a form for such accommodations and submit them as early as possible to this instructor.

Respectful behavior is expected of all students in this class. The door will be closed five minutes after class has begun. Because this is a small class, latecomers will be a distraction. Therefore, if you are more than ten minutes late to class you will be considered absent. Likewise, if I am more than ten minutes late to class & you do not wait for me, you will not be considered absent. If you need to leave class early for a legitimate reason, please alert me at the beginning of class. Leaving class to get a drink or use the restroom is unnecessary in a class of this length – if you have a physical problem that would make such visits necessary, please see me. Ringing cell phones are always a distraction – please turn them off and put them away at the beginning of class.

**Plagiarism.**
“The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited as is the use of any work untruthfully submitted as one's own. Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an "F" in the course, and expulsion from the University. The dean of the college in which the student is enrolled is to be informed in writing of all such incidents, though the teacher has full authority to assign the grade for the assignment, test, or course. If disputes of interpretation arise, the student, faculty member, and chair should attempt to resolve the difficulty. If this is unsatisfactory, the dean will rule in the matter. As a final appeal, the academic vice president will call a committee of tenured faculty for the purpose of making a final determination.” (from Student Handbook)
Schedule of Classes.
The instructor reserves the right to change this schedule (& this syllabus) at any time with appropriate notification. (bb means the source will be found on Blackboard under Course Content & Primary Sources for Blackboard)

January 14  The New South
January 16  Reconstruction & discussion
(bb discussion: read 15-2, 15-7, 15-10, 15-12, MS Black Codes & 14th Amendment, & Ku Klux Consp on bb)

January 21  The Industrializing North
(watch video introduction on bb; read 17-2 & 20-3)

January 23  The Move to Organize Labor
(read 17-1, 17-11, 17-13, 18-9 for quiz)

January 28  Urban America
(read 17-8 & 18-5)

January 30  Development of the West
(watch video introduction & bb discussion: read 16-2, 16-3, 16-4, 19-1)

February 4  Dealing with Native Americans
(read 16-6, 16-7, 16-8)

February 6  The Populist Movement
(read 20-5, 20-6, 20-7, 20-8 for quiz)

February 11  American Imperialism
(watch video introduction; read 21-3, 21-4, & 21-5)
(*map quiz)

February 13  Exam One

February 18  Progressive Reform
(read 21-3 and 21-4)

February 20  Making America Smaller
(bb discussion: read 19-4, 19-7, 19-9, 19-10, 19-11)

February 25  The Great War (1st current event due)
(watch introduction video & read 21-8, 21-11, 21-13)

February 27  Post-war America & End of Progressive Movement
(read 21-14, 21-15, 21-17, 21-18 for quiz)

March 4  No Class, Spring Break

March 6  No Class, Spring Break

March 11  The Modern Era: Mass Production & Mass Consumption
(watch introduction video & read 22-1 & 22-4)

March 13  Cultural Conflict & The Crash (*Summer of the Gods & assignment due)
(read 22-5, 22-6, 22-7, & Summer of the Gods)

March 18  The New Deals
(bb discussion: read 23-2, 23-7, 23-8, 23-11)
March 20  The World at War:  War in Europe  
(watch introductory video & read 24-3 & 24-4)

March 25  The World at War:  The Homefront & End of War (*map quiz)  
(read 24-5, 24-8, 24-10, 24-11, & 24-13 & quiz)

March 27  Exam Two

April 1  Atomic Age Abroad: Containment  

April 3  Atomic Age at Home:  Age of Abundance  
(read 26-1 & 26-4)

April 8  Countercultures (Warriors Don’t Cry due & quiz)  
(bb discussion: read 26-6, 26-7, 26-9, 26-10, Warriors Don’t Cry)

April 10  Civil Rights Era: Years of Progress  
(watch introductory video; read 28-3, 28-5, 28-9, & MLK, Jr. letter, bb)

April 15  Civil Rights Era:  Radicalism, Expansion, & Backlash  
(read 27-7, 27-8, 28-5, & quiz)

April 17  Easter Holiday, No Class

April 22  The Vietnam War:  The Early Years  
(watch introductory video & read 28-6, 28-8, 28-11)

April 24  The Vietnam War:  Getting Out  
(bb discussion: read 28-14, 28-15, Heintl, & Woodley on bb)

April 29  Conservative Resurgence:  Nixon, Ford & Carter  
(watch introductory video & read 30-1, 30-2, & 30-6, quiz)

May 1  Conservative Resurgence:  Reagan & Clinton (*map quiz)  
(read 29-5, 30-9, 30-10)

Final Exam:  Tuesday, May 6, 8:30 – 10:20 (*second current event due)