2014

144-01 United States Since 1865

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GOALS AND OBJECTIVES OF THE COURSE:
The purpose of the course is to think historically about the major trends and patterns in American History from 1865 to the present.

Participants in the course should seek to:

1. understand the development of institutions, ideas, values, and organizational systems that have shaped and continue to shape American civilization;

2. understand the process of assembling information from the past and give meaning to it; and

3. understand processes of change and arguments about cause and effect.

Participants in the course should also demonstrate a depth of understanding through the development of analytic and critical skills. They should be able to

1. think historically so that you can make connections;

2. make written and verbal arguments in a critical and persuasive manner; and

3. seek valid conclusions based on appropriate sources of information.

ACADEMIC HONESTY

The pursuit of truth demands high standards of personal honesty. Academic 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 recommendations.

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 the 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.

**TEXTS FOR THE COURSE:**

Bellamy, Edward, *Looking Backward*

Lewis, Sinclair, *Babbitt*


Sitkoff, Harvard, *The Struggle for Black Equality*

**SYLLABUS**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>January 14</td>
<td>Introduction</td>
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<tr>
<td>January 16-21</td>
<td>Reconstruction</td>
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<td>January 23-February 11</td>
<td>America's Period of Industrialization</td>
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<td><em>The American People</em>, chs. 16-17;</td>
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<td>Bellamy, <em>Looking Backward</em></td>
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<tr>
<td>January 28</td>
<td>Quiz on <em>Looking Backward</em> (10%)</td>
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<td>February 13</td>
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February 18-27  U.S. Imperialism and World War I
*The American People*, chs. 18, 19, & 20.

March 11-27  1920s, 1930s, and World War II
*The American People*, chs. 21, 22, & 23;
Lewis, *Babbitt*

March 18  Quiz on *Babbitt* (10%)

April 1  Examination (20%)

April 3-May 1  Post-Industrial America and the American Dream
*The American People*, chs. 24, 25, 26, 27, & 28;
Sitkoff, *The Struggle for Black Equality*, chs. 2, 3, 4, 5, 6, 7, & 8.

April 29  Quiz on *Struggle for Black Equality*, chs. 2, 3, 4, & 5 (15%)

May  10:30-12:20 pm, Thursday, May 8, Final Examination (25%)