

HIST131 United States History since 1877

Spring 2016

Instructor:	Michael Henderson
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Classroom:	Markstein 208
Class Sessions:	Tuesday and Thursday, 10.30 - 11.45 a.m.
Office:	Markstein 248
Office Hours:	Tuesdays, 12.00-1.00 p.m., 4.00-5.00 p.m., Thursdays, 1.15-2.15 p.m., and by appointment

Course Overview

This course focuses on major themes and transformations in the history of the United States since the end of the Civil War. By the end of the semester, you will develop a deeper knowledge and understanding of these themes and transformations, and you will also develop the skills of reading, writing, discussing, and thinking like a historian. These skills are not confined in their usefulness to the study of history, and I hope that you will be able to take the ideas and the methods of historical study and apply them to your other university classes, and to your civic engagement in the life of your community and your country.

The United States is a large and complex society, and it would be impossible to study every aspect of American history over the past 150 years. The study of history, especially in a survey course such as this one, is constrained by the need to make choices and decisions about what to study. Our class will adopt a broadly chronological approach, but sometime periods and some issues will receive more attention than others. This class is not simply about remembering dates.

A textbook will help provide some of the narrative backbone for this course, giving students, even those who have not studied American history before, a clear sense of chronology and change over time. A series of primary source documents, selected by the instructor, will supplement the textbook, and form the basis for most of our class discussions. In-class lectures will attempt to synthesize key issues and help students contextualize the primary sources and the textbook.

The course will attempt to tie different issues and time periods together by focusing on a few important themes.

1. The role of government.

How have Americans conceived the proper role of government? How have Americans' attitudes to government changed over time? How have changing attitudes to government shaped, and been shaped by, other historical trends?

2. **The idea of freedom.**

What has freedom meant to Americans during the time period covered by our course? Have different groups of people in the United States defined freedom in different ways? How have changing historical circumstances shaped ideas about freedom, and about who gets to enjoy the benefits of freedom? How have ideas about freedom been connected with attitudes to government in the United States?

3. **The question of diversity.**

What have been Americans' historical attitudes to diversity, in terms of issues such as race, ethnicity, gender, culture, religion, and class? How have these attitudes changed over time, and how have ideas about diversity shaped concerns about the idea of freedom and the role of government?

Course Student Learning Outcomes

After taking this course, students should be able to:

- identify and discuss key issues and transformations in the history of the United States since the Civil War.
- identify and discuss the significance of the three main course themes - government, freedom, and diversity - and the connections between them.
- read and analyze primary source documents, as well as secondary source materials such as the textbook and documentary videos.
- build arguments and generalizations about historical change using evidence from different types of sources.
present and defend historical arguments and generalizations using clear written and oral communication, drawing on evidence found in the sources.
- demonstrate awareness of how historical knowledge can improve understandings of current events, and of how current events can both improve and distort historical understanding.

Program Student Learning Outcomes

I understand that many students who take this class are not History majors. For those students who are History majors, this course conforms to the Department's Program Student Learning Outcomes.

Students who graduate with a Bachelor of Arts in History:

1. Develop historical research questions, formulate appropriate research strategies, and critically evaluate evidence about the past;
2. Develop and defend historical arguments, demonstrating an understanding of different theoretical approaches to historical interpretation;
3. Effectively communicate, in clear and convincing prose, an understanding of the causes of historical change;

4. Evaluate the influence of new digital and multimedia formats on the practice and presentation of history; and
5. Describe several varieties of experience found in the historical record and explain why diversity is a critical component of history.

Required Readings

Required Textbook

The following book is required for this course. You must have this book by Week 3.

Eric Foner, *Give Me Liberty! An American History, Volume 2: From 1865*, Seagull Fourth Edition (New York: W.W. Norton, 2013).

ISBN: 978-0-393-92031-4

This book has been ordered for the CSUSM bookstore. You can also find it online at the publisher's website, and at other online retailers.

There are earlier editions of *Give Me Liberty!* available in used form. You may purchase the third edition. The text addresses all the same issues, and in many cases is identical in the two books. Just be aware that, in some cases, if we are talking about a specific part of the textbook in class, the page numbers of the third and fourth editions might not match up.

Please do not purchase the first or second editions.

Primary Sources:

We will, during the semester, also be reading primary source documents in American history. These readings will complement and expand upon the issues addressed in the textbook, and they will be posted on the Cougar Courses website for you to download and print.

All students must bring printed copies of primary source readings to class.

Course Requirements and Grades

Students will demonstrate their understanding of United States history, and meet the university's writing requirements, in a variety of ways over the course of the semester. There will be a series of written assignments, culminating in a final exam. You will also be required to engage with the professor and with your fellow students in a series of classroom discussions and other exercises.

The different components of the course will contribute to students' final grades in the following proportions:

Class Participation:	15%
Quizzes	15%
Reading Response Papers:	20% (4 @ 5% each)
First essay:	15%
Second Essay:	15%
Final Exam:	20%

Details of the requirements for each of these components will be provided on Cougar Courses.

Your work will be graded using a percentage system, with letter grade equivalents. The system is as follows:

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
0-59	F

You may receive a failing grade for the course if you fail to submit either of the major essays, or the final exam.

Technology and Electronic Devices

Technology in the Classroom

To promote classroom interaction and discussion, and to prevent distractions, all electronic devices such as laptops, tablets, and cellphones must be turned off and stored out of sight during class meetings. If you have a documented need for an electronic device in class, you may request an exemption from this requirement.

Technology Outside the Classroom

Your participation in this class will be facilitated if you have access to a computer with a fast and reliable Internet connection. This will allow you to consult Cougar Courses on a regular basis, and to keep up with class.

In order to produce the written work required for this class, you will need access to a computer capable of running some sort of word processing software (e.g., Microsoft Word, Libre Office, Open Office, etc.) or using online word processing services (Google Docs, Office 365). We will also view some video clips in this course, and some of those will be posted or linked on Cougar Courses.

The majority of primary source readings for the course are provided for you as Portable Document Format (PDF) files. To read these documents, you will require some sort of PDF reader such as Adobe Acrobat or Foxit Reader.

The university had many computers available for student use on campus, mainly in the computer labs in the Kellogg Library, and these computers have all the necessary software for using Cougar Courses, for viewing online video, for reading PDF documents, and for producing essays and other written work.

Most of your written work will be submitted electronically, through Cougar Courses.

Note for Apple users:

People who own Apple computers (Mac Pro; iMac; Macbook, etc.) may compose their written work in Apple Pages software, but must export to a common file format such as .doc or .pdf.

Do NOT submit Apple .pages documents in this class.

Technological Help

If you have questions about using Cougar Courses, you may come to my office hours, or contact the Student Technology Help desk:

Email: sth@csusm.edu

Phone: 760-750-6505

Location: Kellogg Library, Second Floor

Hours: Mon-Thu 8.00 a.m. - 9.00 p.m.; Fri 8.00 a.m. - 5.00 p.m.

Changes to the Syllabus

I reserve the right to make changes to the syllabus and the class schedule during the course of the semester. This will only be done if the changes are reasonable, and if I consider them necessary to the success of the class. Students will receive ample notice of any changes, and every effort will be made to avoid changes that make students' lives difficult, or increase student workload.

Class Schedule

Schedule may be subject to change. Students will be advised in advance of any changes.

Week 1

Tuesday, January 26
Introduction to the Course

Thursday, January 28
Reconstruction: Expansion of Federal Authority

Week 2

Tuesday, February 2
Gilded Age Business and Politics

Thursday, February 4
The Contested West

Week 3

Tuesday, February 9
Workers and Freedom in the Gilded Age

Thursday, February 11
The Segregated South

Week 4

Tuesday, February 16
Race and Empire

Thursday, February 18
Writing Papers in a History Class

Week 5

Tuesday, February 23
From Populism to Progressivism

Thursday, February 25
Progressives and the City

Week 6

Tuesday, March 1
Varieties of Progressivism

Thursday, March 3
World War I

Week 7

Tuesday, March 8
Business and Government in the 1920s

Thursday, March 10
Politics and Culture in the 1920s: Race, Ethnicity, and Immigration

Week 8

Tuesday, March 15
The Onset of the Depression and the New Deal

Thursday, March 17
The New Deal: Successes and Failures

Spring Break

No class

Week 9

Tuesday, March 29
War Transforms America

Thursday, March 31
Cesar Chavez Day, no class

Week 10

Tuesday, April 5
World War Two: American Values under Pressure

Thursday April 7
The Onset of the Cold War

Week 11

Tuesday, April 12
The Cold War and Anti-Communism at Home

Thursday, April 14
The Affluent Society

Week 12

Tuesday, April 19
Civil Rights in an Era of Conformity

Thursday, April 21
Civil Rights in the 1960s

Week 13

Tuesday, April 26
The Clash of Ideologies in the 1960s

Thursday, April 28
The End of the Cold War Consensus

Week 14

Tuesday, May 3
The End of Postwar Prosperity

Thursday, May 5
The Triumph of Conservatism

Week 15

Tuesday, May 10
Globalization and the New Crises of the 21st Century

Thursday, May 12
Wrap-Up: Where Are We Now?

Exam Week

Instructor and Student Obligations

Instructor Obligations

I hope that this class will be an enjoyable and informative experience for all students, and intend to do everything possible to ensure this outcome. I will:

- be on time and prepared for all classes
- endeavor to foster an atmosphere of mutual respect and courtesy
- try to ensure that all students feel comfortable making contributions to class discussions
- provide students with relevant information about the direction of the course, the required readings, and other important issues
- give ample warning of any changes or amendments to the syllabus
- provide timely and informative feedback on all written work
- be available for consultation outside of class hours
- answer emails as promptly as possible
- maintain a level of professionalism consistent with the role of an instructor at CSUSM

Student Obligations

In order to ensure that the class runs smoothly, and conforms to college requirements regarding academic and scholarly standards, students are asked to observe the following requirements.

Credit Hour Policy

In accordance with the CSUSM Credit Hour Policy, all students are expected to spend two hours of out-of-class work each week for each hour of in-class instruction. As such, students are expected to spend about five to six hours each week working on this course beyond attending the class meetings. This out-of-class work will involve reading the textbook and the documents, preparing for class discussions, and working on essays and other written assignments.

Attendance and Punctuality

Education in the humanities and liberal arts is, to a considerable extent, based on the exchange of ideas among students and faculty. In a course such as this one, an important aspect of that exchange takes place in the classroom, and students will benefit greatly from attending class meetings. Studies have consistently shown a positive correlation between attendance and grades in university classes, and students who miss classes may find themselves at risk of performing poorly, or even failing the course.

Students are strongly encouraged to attend all class meetings. All assignments and examinations will assume that students have attended all class meetings, and completed all assigned reading.

Students who miss more than four (4) class meetings will suffer an overall grade penalty of 2.5 points per missed class for the fifth and sixth missed meeting.

Students who miss more than six (6) class meetings will be considered not to have fulfilled the minimum requirements, and will fail the course.

Students who do not attend class will also find it very difficult to fulfill the Participation component of the course (see below), and will also miss discussions and explanations of important concepts and historical events.

If you miss class, it is your responsibility to find out what you missed. You should ensure that you complete any reading assigned for the lesson that you missed, and you should also try to borrow class notes from a classmate. Do not email the instructor to ask "Did we do anything important in class?" We always do something important in class. Do not email the instructor asking for a summary of the class lecture. I am happy to discuss specific issues with you during my office hours, but am not willing to give private lectures for students who do not attend class.

As a matter of courtesy to the instructor and your classmates, please try to arrive in class on time. Late arrivals tend to disrupt the class, and students who arrive late often miss important material. If you do arrive late, please take your seat as quickly and unobtrusively as possible.

General Classroom Etiquette

Please be considerate of your instructor and your fellow students while in class.

Refrain from holding private conversations while someone else is talking, do not use hostile or abusive language, and try not to interrupt when someone else has the floor. This does not mean that differences of opinion are discouraged; it is simply a caution to ensure that such differences are expressed appropriately. We want the atmosphere to be friendly and conducive to the free and open exchange of ideas.

To promote classroom interaction and discussion, and to prevent distractions, all electronic devices such as laptops, tablets, and cellphones must be turned off and stored out of sight during class meetings. If you have a documented need for an electronic device in class, you may request an exemption from this requirement.

Reading

You are required to complete all assigned reading for this class.

While I recognize that you have obligations outside of this course, the study of history at the university level involves more than simply turning up to class twice a week. Part of the challenge and the appeal of studying history is engaging with a variety of historical sources, produced by a variety of authors, and thinking about what they can tell us about the events of the past and their significance. Put quite simply, reading is an essential component of every university history course, and you need to be prepared to spend time outside of class reading. Not only will doing the assigned reading each week prepare you to participate in class discussions, it will also prepare you for the written assignments and examinations.

The amount of reading assigned for each class has been selected with view to being appropriate for a good understanding of the issues, without being too much for students to handle.

Class Participation

Participation in class discussion is required of all students, and the Participation component of your course grade is NOT simply an attendance grade.

Students demonstrate an understanding of and engagement with the course material not only through written work, but through discussion with the instructor and with each other. The ability to formulate, present, and defend an argument in an open discussion is an important intellectual and occupational skill, and is a key component of any university degree. For this reason, all students are encouraged to think closely about each lesson's readings and come to class ready to participate in a discussion of the issues involved.

Written Work

All written work for this class must be submitted on time. Work submitted late may not be accepted for grading, and if it is accepted, will be subject to grade reductions. Each written assignment will come with detailed instructions, and all written work should conform to the requirements set forth in the instructions.

Any students who fails to complete a written component of the course will not only lose the grade for that component, but will be subject to a further reduction in his or her grade for failure to meet course requirements. Students who fail to submit either of the major essays, or fail to complete the final exam, are at risk of a failing grade in the course.

Plagiarism and Cheating

This topic is dealt with separately, in the Academic Misconduct section of this syllabus.

Communication with the Instructor: Email and Office Hours

Email from the Instructor

Please ensure that you check your email on a regular basis. It is sometimes necessary for me to contact students outside of class hours, and email is a good way to do this. Also, please ensure that you have my email address (mhenders@csusm.edu), and that this address is not blocked by any spam or junk mail filters in your email program.

I will send emails only to your official CSUSM email addresses, or through Cougar Courses. I will not send course-related messages to email addresses such as GMail, Yahoo, etc. This is for your privacy and protection.

Email to the Instructor

I am happy to receive email from students on course-related matters. I do ask, however, that you observe some basic guidelines in the use of email.

In all communications, please send emails only from your official CSUSM email address, or through Cougar Courses. I will not reply to messages sent from email addresses such as GMail, Yahoo, etc. This is for your privacy and protection.

Please include an appropriate and relevant subject line when composing your email. Do not simply make the subject "Urgent" or "Class." It is much better to write something like "Making an appointment" or "Trouble with reading" or "Question about the exam."

Email between student and instructor in a university setting is a form of professional communication. Please compose your emails accordingly, with a clear subject line, an appropriate greeting, proper sentences and paragraphs, and your name at the end. I will extend the same courtesy in emails that I send to you. Emails that fail to meet these standards, or that contain text-speak (e.g., When r u going to give our papers back?) or other colloquialisms and illiteracies, will not receive a response.

Please allow sufficient time for a response. I usually respond to emails within 24 hours during the week, although this might not always be possible on weekends. Like you, I have a life outside of the classroom. Do not send an email a couple of hours before an exam, or the day before a paper is due, expecting immediate assistance.

Please do not close your emails with an exhortation, such as "Please get back to me as soon as possible." While email is a useful tool for course-related communication, it does not place faculty at your beck and call 24 hours a day.

Please do not use email as a substitute for reading the course syllabus. An email asking me when my office hours are, or when the research paper is due, will not receive a response.

I do not require an email telling me why you are missing class. As long as you do not miss more than six classes, I do not need to know your reasons for missing any particular class meeting.

Email should be used primarily for procedural issues and other questions that can be answered in a short message. If you have questions about the substantive issues that we cover in class, please raise those questions in the classroom, or come to my office hours.

Office Hours

Office hours are posted on the door to my office (MH 248), and are also listed in the General Information section of this course guide. They are held for your benefit. Faculty hold office hours because we take seriously our responsibility to be available to you outside of class hours for one-on-one consultation. I am happy to answer any questions that you might have, or talk about any topic that would be helpful to you.

Obviously, you are welcome to ask questions about any course material that might be giving you trouble, including lectures, class discussions, and readings. If you think you've missed something, or you find that there is a subject or an issue that you don't fully understand, please ask me about it. Of course, it's often a good idea to ask questions about course material in class, so that other students can benefit from the answers as well, but if you would prefer to discuss it personally, or in more depth, please feel free to bring your questions to my office hours.

If you have concerns about your written work, or about your performance in the course, that is also something that I am happy to discuss with you. One of the reasons that teachers give feedback on your work is so that you can improve, and part of our job is to help you develop the skills of reading, analysis, argument, and writing that are central to the study of history.

We can also talk about any topic that interests you, even if it is not related to the course. If you have more general questions about university study, I would be happy to answer them to the best of my ability. I have been a college undergraduate, a graduate student, and an instructor, and if you have any questions about your studies, even outside the field of history, please don't hesitate to ask. And even if you don't have a problem or a question, and just want to talk about something that interests you, that's fine too.

Finally, if you find yourself falling behind or having trouble with the course during the semester, PLEASE talk to someone about it. I realize that students are very busy, and that the burden of college can sometimes be difficult and stressful. I am happy to work with students who are having trouble, and to help them get back on track, but I can't help if I don't know about it. If you are uncomfortable speaking to me about your troubles, talk to your academic adviser or to a counselor. Don't just keep missing class or falling behind in your work and hoping that somehow everything will fix itself.

Academic Misconduct

This course is an official part of the CSUSM curriculum, and as such is subject to all the usual academic and ethical requirements that apply to CSUSM classes. Academic misconduct of any sort, including but not limited to plagiarism, cheating, and other duplicitous or dishonest behavior, will not be tolerated, and may result in failure of the course and further disciplinary action by the University. Students should familiarize themselves with CSUSM's policies on Academic Honesty, which can be found on pages 92 and 93 of the University Catalog <<http://www.csusm.edu/catalog/>>.

This section of the syllabus is not intended to intimidate or frighten students, or to cause undue concern among honest students. Most classes at CSUSM are completed without any instances of academic misconduct. When such misconduct does occur, however, it is very serious, and this section is intended to reinforce just how important the issue is to the University, and to provide students with resources for learning about academic ethics.

Plagiarism

Plagiarism is using someone else's words or ideas without acknowledgment. If your work uses the words or ideas of another person, you need to ensure that you make appropriate references to the source of your information, and that you indicate in your writing which ideas are your own, and which ideas come from another source. Submitting work containing plagiarism is grounds for failure of an assignment or failure of the course, and all instances of plagiarism will be referred to the Dean of Students.

Plagiarism includes copying from texts or webpages as well as submitting work done by somebody else. Other forms of plagiarism include altering a few words or the sentence structure of someone else's writing and presenting it as your own writing (that is, without quotation marks or footnotes).

The CSUSM library provides a guide on its website called Plagiarism Prevention for Students <<http://library.csusm.edu/plagiarism/index.html>>. All students in this class must be familiar with the contents of this guide, which describes what plagiarism is, and gives advice about how to avoid it. If you are in any way confused or unsure about any aspect of this matter, then please talk to your instructor. If you are discovered in an act of plagiarism, ignorance will not be accepted as an excuse.

Resources

Below are links to a variety of internet resources. These resources will help you understand more about academic ethics, plagiarism, and the requirements for citing sources. As always, if you have any questions, or would like clarification of any issue, please talk to the instructor.

Avoiding Plagiarism (Purdue University):

<<https://owl.english.purdue.edu/owl/resource/589/1/>>

Citing Sources and Avoiding Plagiarism (Duke University):

<<http://library.duke.edu/research/plagiarism/>>

How to Avoid Plagiarism (Northwestern University):

<<http://www.northwestern.edu/provost/policies/academic-integrity/how-to-avoid-plagiarism.html>>

Plagiarism: What It Is and How to Recognize and Avoid It (Indiana University):

<<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>>

Students with Disabilities

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909, and by email sent to dss@csusm.edu. Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality.