

Course Syllabus
History 112.01
United States History Since 1865
Spring 2009

Professor: Christopher K. Riggs
Office Location: Spalding 306
Office Hours: 1:30-2:45 PM Mon
10:30-11:45 AM and 1:30-2:45 PM Tues
1:30-4:15 PM Wed
whenever you catch me in the office*
and by appointment
Phone: 208-792-2264
E-mail: ckriggs@lcsc.edu (This is the **only** email by which to contact me)
Website: www.lcsc.edu/criggs (includes material relevant to the course.)

*Please note that I will often be in the office before class and on Thursdays when I do not have meetings.

OVERVIEW

This course will survey the history of the United States from the end of the Civil War to the end of the twentieth century. We will touch on a variety of topics, including politics and diplomacy, economics, and social issues. We will pay particular attention to attempts to reconcile the nation's "core ideals" of liberty, equality, and representative democracy with the reality of individuals' lives. While most Americans expressed a belief in these concepts, many events of the post-Civil War era--such as the rise of corporate/industrial capitalism and legalized racial segregation--seriously challenged these ideas. We will examine what these challenges were and how leaders as well as "ordinary" Americans attempted to deal with them. In some cases, Americans sought to alter the political, social, and economic structures. In other instances, people altered their interpretations of the "core ideals" to adjust them to new realities.

PURPOSE/GOALS

By the end of the course, you should have a demonstrable understanding of United States history since 1865.

More generally, as a Social Science course, History 112 should help you to do at least some of the following:

- conduct social science research
- think analytically about social phenomena
- understand and apply social science theories, concepts, and categories
- read and analyze works dealing with social science issues
- write a clear, concise, and organized paper

- present ideas orally in a clear, concise, and organized fashion
- understand and evaluate evidence related to social issues
- demonstrate a knowledge of the history and theory of social thought
- demonstrate a knowledge of major historical periods and social trends
- demonstrate an understanding of various cultural perspectives
- comprehend the social origins and significance of the diversity of human behavior

COURSE FORMAT

The course format will consist of lecture and discussion sessions, supplemented by some audio-visual presentations (videos and the like).

Please note that in preparation for discussions, you may be asked to read material in advance and to write answers to a series of questions and to turn in your answers to me at the end of the session.

ATTENDANCE AND CLASSROOM EXPECTATIONS

You are responsible for all material presented and discussed during all class sessions whether or not you are present. Also, attendance will be considered in regard to determining your participation grade (see below).

I request that you arrive to class on time and stay for the entire time; if you anticipate that you might be late or need to leave early, please let me know. Please turn cell phone and pager ringers off or to vibrate. If you need to make or take a cell phone call during class, please step outside.

READINGS

Everyone will be asked to read from the following books, which are available in the bookstore and are on reserve at the LCSC Library:

Robert Marcus, David Burner, Anthony Marcus, America Firsthand: Readings from Reconstruction to the Present, vol. 2, 7th edition.

Eric Foner, Give Me Liberty: An American History, vol. 2, From 1865, 2nd Seagull Edition.

Give Me Liberty is a textbook that you will be asked to read throughout the semester. America Firsthand is a collection of primary source documents—that is, documents produced by eyewitnesses to historical events. These readings will serve as the basis for some of our discussions. You should keep in mind that some material that you read about will not be covered explicitly in class. The readings are designed to give you a broader knowledge than can be acquired strictly through in-class lectures and discussions.

GRADING AND ASSIGNMENTS

Your grade will be based on how many points you earn out of a possible 400. You earn points by doing the following things.

Participation: 50 points

Papers: 150 points total (best 3 out of 4)

Exams: 200 points total (best 2 out of 3)

Participation

Participation is valued at 50 points. Among other things, participation involves reading material to be discussed in class beforehand, active engagement in class discussions (listening and speaking), asking relevant questions, and good faith efforts to grapple with course material. Earning a high participation grade, of course, will require you to attend class regularly. To gauge participation, you may occasionally be asked to sign in or turn in evidence of your work during class.

Actions during class which will cause you to lose participation points include (but are not limited to) sleeping or putting your head down on the desk, reading newspapers or magazines, using electronic devices (laptops, cell phones, etc.) for non-class purposes, doing other homework, leaving early without checking with the instructor beforehand, and talking while the instructor or another student or guest speaker is speaking. Such actions can be very disruptive and show disrespect toward other students and the instructor; they are not acceptable.

Exams

There will be three in-class examinations, including the final examination. Each exam will be closed book, closed note, and worth a total of 100 points. The exams are designed to assess your knowledge of basic factual material as well as the ability to analyze that material. You will have the option of not taking one of the exams. If you take all three, I will drop your lowest exam score when calculating your grade for the course.

Papers

You will be asked to do four short (one-to-three pages) writing assignments, worth 50 points each. They will be based on America Firsthand and should be typed, double-spaced, and in ten or twelve point font. The papers will be in response to written questions that I will provide you. You will have the option of not completing one of the papers. If you do all four, I will drop your lowest paper grade. More details will be provided in a separate handout.

Papers should be turned in no later than 5:00 PM on the due date. There will be five points taken off for each day that a paper is turned in after the deadline. **Emailed assignments will only be accepted if sent to ckriggs@lcsc.edu.** Emailed assignments that do not

arrive at the correct email address by the deadline for whatever reason will be considered late.

Extra Credit

You will have the option to do extra credit work, worth up to twenty points total. The work will consist of writing a review of a book or article or film about American history. Students should check with me before proceeding with any extra credit work. Please note that the more complex and difficult the project, the more points you are likely to earn. Extra credit may be turned in anytime on or before May 5. Note that you must cite any source that you use in your extra credit project (author and title of article, title of film, web address, etc.) **No late extra credit will be accepted.**

GRADING

I will grade using the following scale:

93-100% = A	90-92 = A-	
88-89% = B+	83-87 = B	80-82 = B-
78-79% = C+	73-77 = C	70-72 = C-
68-69% = D+	60-67 = D	59% and below = F

MAKE UP EXAMS

I will permit make up exams only under special circumstances. Please let me know as soon as possible (preferably before the exam) about the situation that has caused you or will cause you to miss the exam so that a make up can be arranged. NOTE THAT MAKE UP EXAMS MAY BE OF A DIFFERENT FORMAT THAN THE REGULAR EXAMS.

ACADEMIC DISHONESTY

Class policy is the same as that of the college. As explained in the LCSC Student Handbook: Code of Conduct:

<<http://www.lcsc.edu/student-services/SHBcodeofconduct.htm>>

Cheating or plagiarism in any form is unacceptable. The College functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent his/her own ideas, concepts and current understanding.

Academic Dishonesty includes:

- a) Cheating—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term "academic exercise" includes all forms of work submitted for credit hours.
- b) Fabrication—intentional and/or unauthorized falsification or invention of any information or the source of any information in an academic exercise.

c) Collusion facilitating academic dishonesty—intentionally or knowingly helping or attempting to help another to commit an act of Academic Dishonesty.

d) Plagiarism—the deliberate adoption or reproduction of ideas or words or statement of another person as one’s own without acknowledgment.

As a rule of thumb, if you use three or more of same words in the same order as your source, you should put the words into quotations. Remember that citations are required not only when you use the same words as your source, but whenever you use information and ideas that are not your own. The main exceptions are those things considered “common knowledge” (such as Franklin Roosevelt was elected U.S. president in 1932).

Anyone found in any of sort of academic dishonestly will be subject to penalty. Such penalty will include failing a particular assignment, failing the course, and/or additional sanctions imposed by the college.

SPECIAL ACCOMMODATIONS

Students with disabilities who need special accommodations are asked to please consult with me as soon as possible.

EXAMS AND ASSIGNMENT DEADLINES

Paper #1: Feb 4

Paper #2: March 4

Paper #3: April 8

Paper #4: May 4

First Exam: March 11

Second Exam: April 22

Final Exam: May 11, 9:00 AM

Extra Credit: On or before May 6

TENTATIVE CLASS SCHEDULE

Below is a tentative schedule (with the emphasis on tentative!) of the topics we will address in class. I have included the due dates for the papers as well as the dates for exams.

The assigned pages from Give Me Liberty (GML) and America Firsthand (AF) should be read before class.

Page numbers marked with an asterisk (*) will be specifically discussed in class the week the readings are assigned.

ch. = chapter

chs. = chapters

pp. = pages

Week of Jan 12

Introduction and Reconstruction, 1865-1877

Readings: Give Me Liberty: ch. 15; America Firsthand: pp. 1-16*

JAN 19: NO CLASSES (MLK DAY)

Week of Jan 19

Reconstruction and the American West, 1865-1900

Readings: Give Me Liberty: ch. 16; America Firsthand: pp. 37-44*

Week of Jan 26

Rise of Big Business and Industrialization, 1865-1900

Readings: Give Me Liberty: ch. 16; America Firsthand: pp. 49-68

1ST PAPER # FEB 4

Week of Feb 2

Crisis and Empire, 1890s

Readings: Give Me Liberty: ch. 17; America Firsthand: pp. 96-98*

Week of Feb 9

Response to Industrialization: The Progressive Era, 1890-1916

Readings: Give Me Liberty: ch. 18; America Firsthand: pp. 99-119*

Week of Feb 16

Progressive Era Foreign Policy and World War I, 1900-1920

Readings: Give Me Liberty: ch. 19; America Firsthand: pp. 150-164

FEB 16: NO CLASSES (PRESIDENT'S DAY)

Week of Feb 23

The Twenties and the Great Depression, 1920-1932

Readings: Give Me Liberty: ch. 20

2ND PAPER: MAR 4

Week of Mar 2

The New Deal

Readings: Give Me Liberty: ch. 21; America Firsthand: pp. 178-192*

FIRST EXAM: MAR 11

Week of Mar 9

America and World War II, 1937-1945

Readings: Give Me Liberty: ch. 22; America Firsthand: pp. 225-246*

WEEK OF MAR 16: NO CLASSES (SPRING BREAK)

Week of Mar 23

Affluence and Anxiety: Cold War and American Society, 1945-1960

Readings: Give Me Liberty: chs. 23

Week of Mar 30

Affluence and Anxiety: Cold War and American Society, 1945-1960

Readings: Give Me Liberty: chs. 24; America Firsthand: pp. 247-260

Week of Apr 6

The Sixties, 1960-1968

Readings: Give Me Liberty: ch. 25; America Firsthand: pp. 261-293

3RD PAPER: APRIL 8

Week of Apr 13

Vietnam and Watergate, 1968-1975

Readings: Give Me Liberty: ch. 26

SECOND EXAM: APR 22

Week of Apr 20

Waning of the Cold War, 1975-1991

Readings: Give Me Liberty: ch. 26; America Firsthand: pp. 294-310

Week of Apr 27

America in the 1990s

Readings: Give Me Liberty: chs. 27

EXAM AROUND HERE?

Week of May 4

America in the 21st Century

Readings: Give Me Liberty: ch. 28; America Firsthand: pp. 321-358

4TH PAPER: MAY 4

EXTRA CREDIT WORK: MAY 6

FINAL EXAM: MAY 11, 9:00 AM