HIST 112: United States History since 1865
General Education Competency Area: Social and Behavioral Ways of Knowing/Diversity

Dr. Amanda Van Lanen
Office: Spalding 109
Office Hours: MW 10:30-noon
T 1:30-2:30pm;
Or by appointment

Section 01
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Course Description:
HIST 112 is a survey of American history from the Civil War to the present. Over the course of the semester, we will be examining the major political, social, cultural, and economic trends that shaped the United States. Since this is a survey course, we are concerned with the “big picture” – the broader events, themes, and people that have impacted, and continue to impact, the United States. History is more than a set of facts. It is the job of historians to make sense of the past and to understand how the past has influenced the present. In other words, historians argue with one another over which facts are important and what the facts mean. This semester, we will be learning to think more like historians. This involves reading critically, weighing evidence, and using evidence to construct arguments. By the end of the semester, each student should have a better understanding of how the past has impacted our lives today.

General Education Learning Outcomes: Upon successful completion of this course, you should be able to demonstrate the following social and behavioral competencies:
1. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.
2. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history culture, institutions, and ideas.
3. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experience.
4. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
5. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

Upon successful completion of this course, you should be able to demonstrate the following diversity competencies:
1. Explain the effect of culture on individual and collective human behavior and perspectives.
2. Analyze multiple perspectives and articulate how perspectives, based on other worldviews, compare to one’s own.
3. Differentiate key values, assumptions, and beliefs among diverse peoples.
4. Explain how and why sameness and difference, as constituted through intersections of social categories (e.g. racial, ethnic, religious, regional, economic, and/or gendered backgrounds), shape the human experience.
5. Assess and utilize information about human diversity from a variety of sources.

Course Objectives:
By the end of the course, students should be able to:
• Identify major political, social, economic, and cultural trends in American history from 1865 to the present.
• Analyze primary source materials and place them within the context of larger historic trends.
• Use historic evidence to construct and evaluate arguments.
• Compare perspectives of people from varied backgrounds.

Required Textbooks:

Course Requirements:

Exams: There will be three exams for the course – two midterms and a final. Exam material will center on material presented in lecture and on assigned course readings. Tests will consist of a combination of identification questions (id’s), maps, primary source analysis, and essays. I will provide you a study guide at least two weeks prior to the exam, but I also recommend that you use the chapter reviews in the textbook to guide your studying as we go through the semester. Make-up exams are allowed only with prior approval from the instructor. Please note the date of the final exam and plan accordingly; if you cannot take the exam on that date, you will take an Incomplete for the course and have to finish it in the spring semester. There will be no alternative dates for the final exam, except in cases of school-related activities or documented emergencies.

Writing Assignments: Being able to write is important to your success as students and professionals. There will be four short writing assignments based on primary sources in the textbook. You will have the opportunity to revise the first assignment. The purpose of these assignments is to improve writing and critical thinking skills. We will have in-class discussions of the material on the days the papers are due. Each paper will be 2-4 pages long. Assignments should be typed, double-spaced, and in a standard 12 point font. I will provide you with questions about each document, and you should write a unified essay that addresses all the questions (do not answer each question separately). Be sure to proofread your papers before submitting them. Papers will be due on the dates specified on the course schedule.

Participation/In-class writing: Over the course of the semester, we will have many in-class discussions. Therefore your preparation for and participation in class are very important. You are expected to do the reading BEFORE class and come prepared to discuss the topics on the class schedule. You will be required to participate in class in a number of ways including informal class discussions, group discussions, group activities, and individual in-class assignments. These assignments will require you to reflect upon material presented in class lectures, videos, and assigned readings, and they are designed to improve critical thinking skills and test your knowledge of course materials. If you do your reading before class, actively take notes during class, and write down any questions you have as you are preparing for class, you should do well on these assignments. At the end of the semester, I will drop the lowest two scores. However, there are no make-ups for in-class work.
Quizzes: Quizzes will be given throughout the semester and will be based on the textbook and lecture materials. These quizzes will be multiple choice and short answer.

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>First Midterm</td>
<td>A = 92%-100%; A- = 90%-91%</td>
</tr>
<tr>
<td>Second Midterm</td>
<td>B+ = 88%-89%; B = 82%-87%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>B- = 80-81%</td>
</tr>
<tr>
<td>Writing Assignments</td>
<td>C+ = 78%-79%; C = 72%-77%</td>
</tr>
<tr>
<td>Participation</td>
<td>C- = 70%-71%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>D+ = 68%-69%; D = 60%-67%</td>
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<td></td>
<td>F = 59% and below</td>
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Course Policies:

Assignment Submission: Papers are due at the beginning of class on the dates specified in the syllabus. All assignments should be submitted through Blackboard or by hard copy. Email submissions are not accepted without my permission. Late papers will be assessed a 10% penalty for each day they are late unless prior arrangements have been made with the instructor.

Email: I am always happy to discuss any questions or concerns you may have. Email is the best way to reach me. Make sure you use the correct email address (alvanlanen@lcsc.edu). I am not responsible for emails sent to the incorrect address. I only check email during regular working hours (M-F 8-5pm). I will reply to your email within two working days. I will always respond to let you know I have received your message. If I have not replied within two working days, assume that I have not received your email.

Classroom Decorum: Please be considerate during class; practice good “classroom decorum” (arrive on time, avoid private conversations, raise your hand before speaking) in considerations of the instructor and your fellow students. Cell phones should be on a silent setting and be kept out of sight in your bag or pocket unless being used for a class exercise. Laptops and tablets may only be used to take notes. Use of computers and tablets for purposes not related to class (such as Facebook) will result in the loss of computer privileges.

Academic Honesty:
Students in this course will abide by Lewis-Clark State College’s policy on Academic Honesty. The policy can be found in the college catalog on-line at http://webdev.lcs.edu/catalog/Section.aspx?sectionID=69. The policy reads:

Academic Dishonesty
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:
1. 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.

2. Fabrication - intentional and/or unauthorized falsification or invention of any information or the source of any information in an academic exercise.

3. Collusion - facilitating academic dishonesty intentionally or knowingly helping or attempting to help another to commit an act of Academic Dishonesty.

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

The sanctions imposed for a violation of this section of the Code are independent of, and in addition to, any adverse academic evaluation which results from the student’s conduct. The course instructor is responsible for academic evaluation of a student’s work and shall make that evaluation without regard to any disciplinary action which may, or may not, be taken against a student under the Student Code of Conduct.

In this course, any assignment completed without total academic honesty will be grounds for **failing the course** and will be reported to the appropriate school officials.

**Disability Accommodations:** Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

**Additional LCSC information**
Click here for the current syllabus addendum: [http://www.lcsc.edu/provost/syllabusaddendum/](http://www.lcsc.edu/provost/syllabusaddendum/)
Course Schedule (Subject to change)

Students are expected to complete all readings before class. While there will be some overlap between the textbook and the lecture, there will be items in the textbooks not covered in lecture. Additionally, reading before class will prepare you for in-class writing assignments and discussions. Reading schedule subject to change.

Week 1
August 24
• Introduction

August 26
• Topic: Reconstruction
• Read Hewitt ch. 14 (available on Blackboard)

Week 2
August 31
• Topic: The Settlement of the West
• Read Hewitt ch. 15

September 2
• Topic: Race in the American West
• Review Hewitt ch. 15
• Writing Assignment 1: Document Project 15 American Indians and Whites on the Frontier
  o In a 2-4 page typed essay, answer the following questions: “Imagine you are and American president in the second half of the nineteenth century and can design Indian policy. Based on what you have read, what would you do, and why? What challenges might you face as you attempted to implement your policy?”
  o In your answer, be sure to reference the documents. Long quotes should be avoided since this is a short paper.
  o You MUST reference each document using MLA style.
  o Use the “Interpret the Evidence” questions to guide your reading.

Week 3
September 7
• No Class – Labor Day

September 9
• Topic: The Age of Enterprise
• Read Hewitt ch. 16 to page 505
• Read Document Project 16
Week 4
September 14
• Topic: Politics, Culture, and Society in the Gilded Age
• Read Hewitt ch. 16 from page 505 to end of chapter
• Read Hewitt ch. 17 to page 539

September 16
• Topic: Labor and the Age of Organization
• Read Hewitt ch. 17
• Read Document Project 17

Week 5
September 21
• Topic: Immigration and the New American City
• Read Hewitt ch. 18
• Read Document Project 18

September 23
• FIRST MIDTERM

Week 6
September 28
• Topic: The Progressive Era
• Read Hewitt ch. 19

September 30
• Topic: The Progressive Era
• Review Hewitt ch. 19

Week 7
October 5
• Topic: The U.S. as Emerging Power
• Read Hewitt ch. 20
• Writing Assignment 2: Document Project 20 Imperialism vs. Anti-Imperialism
  • In a 2-4 page typed essay, answer the following questions: “Why did the arguments of the imperialists prevail over those of the anti-imperialists from 1898-1904? In what ways do you think the anti-imperialists arguments might have contributed to reshaping the imperialist cause after that time?”
  • In your answer, be sure to reference the documents. Long quotes should be avoided since this is a short paper.
  • You MUST reference each document using MLA style.
Use the “Interpret the Evidence” questions to guide your reading.

October 7
- Topic: World War I and its Aftermath
- Review Hewitt ch. 20

Week 8
October 12
- Topic: The Roaring Twenties
- Read Hewitt ch. 21

October 14
- Topic: Cultural Conflict in the 1920s
- Review Hewitt ch. 21
- Read and be prepared to discuss documents 21.3 and 21.4 (pgs. 670-71)

Week 9
October 19
- Topic: The Great Depression
- Read Hewitt ch. 22

October 21
- Topic: Roosevelt and the New Deal
- Review Hewitt ch. 22
- Writing Assignment 3: Document Project 22 The Depression in Rural America
  - In a 2-4 page typed essay, answer the following question: “What do these documents tell us about the expectations regarding government help during the Great Depression?”
  - In your answer, be sure to reference the documents. Long quotes should be avoided since this is a short paper.
  - You MUST reference each document using MLA style.
  - Use the “Interpret the Evidence” questions to guide your reading.

Week 10
October 26
- Topic: World War II
- Read Hewitt ch. 23
- Read and be prepared to discuss documents 23.1 and 23.2 (pgs. 726-27)

October 28
- Topic: World War II and the Homefront
• Review Hewitt ch. 23
• Read and be prepared to discuss Document Project 23

**Week 11**
November 2
• SECOND MIDTERM EXAM

November 4
• Topic: The Cold War Begins
• Read Hewitt ch. 24
• Read and be prepared to discuss documents 24.1 and 24.2 (pgs. 760-61)

**Week 12**
November 9
• Topic: Topic: American Culture and Society in the Postwar Era
• Read Hewitt ch. 25

November 11
• Topic: The Civil Rights Movement in the 1950s-1960s
• Read sections of Hewitt ch. 25 and 26 that relate to the Civil Rights Movement
• **Writing Assignment 4: Document Project 26 Freedom Summer**
  o In a 2-4 page typed essay, answer the following questions: “In what ways did Freedom Summer succeed? In what ways did it fail?”
  o In your answer, be sure to reference the documents. Long quotes should be avoided since this is a short paper.
  o You MUST reference each document using MLA style.
  o Use the “Interpret the Evidence” questions to guide your reading.

**Week 13**
November 16
• Topic: The Cold War in the 1960s
• Read Hewitt ch. 26

November 18
• Topic: The Rise of the New Left
• Review Hewitt ch. 26

**Thanksgiving Break – November 23-27**

**Week 14**
November 30
• Topic: The Nixon Administration and Challenges of the 1970s
• Read Hewitt ch. 27
December 2
  • Topic: The Rise of Conservatism
  • Review Hewitt ch. 27

**Week 15**
December 7
  • Topic: Ending the Cold War
  • Read Hewitt ch.28
  • Read and be prepared to discuss Document Project 28

December 9
  • Topic: Toward the 21st Century
  • Read Hewitt ch. 29

**Final Exam: Monday, December 14 at 1:30pm**