

History 112-02 U.S. History: 1865-Present

Professor: Amy Canfield
Spalding Hall 306

Office Hours: Mondays 7:45-8:30, 12:30-1:15, 2:45-3:30
Tuesdays 11-2
Wednesdays 7:45-8:30, 2:45-3:30
or by appointment

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Fall 2009
LIB TCC
10:30-11:45, MW

Course Description

This is a survey of the major political, social, economic, and cultural developments in the United States from 1865 to the present. This course is designed to provide students with the framework and background necessary to be able to analyze the nation's history since Reconstruction. By examining important events, trends, and people in modern America, students will learn to develop analytical, reading, and writing skills.

Objectives

- Gain a solid understanding of the history of modern America, along with major issues that different groups have faced.
- Demonstrate an understanding of both the different experiences and the commonalties people from a multitude of backgrounds faced.
- Be able to trace important events and themes in U.S. history and critically analyze decisions affecting such events.

Readings

Give Me Liberty: An American History, Vol. 2, by Eric Foner
Voices of Freedom: A Documentary History, Vol. 2, by Eric Foner
Class handouts

Course Requirements and Grading

Document analysis: There are twelve different collections of primary source documents in the documentary reader (*Voices of Freedom*). You need to write a two-page, double-spaced analysis of five of these collections of your own choice. Make sure you tie the documents in with class lectures and discussions. The emphasis of these short papers is on the critical analysis and not the summary. What do the sources tell you? What do they mean? Don't just repeat what the sources said; interpret and analyze them. Don't just focus on one or two of the sources; rather, look at the larger theme within the collection. Students often confuse "summary" with "analysis" on their first attempt; consequently, I allow students to re-submit their first analysis after I have graded it and commented on it. These papers are worth twenty points each, for a total of 100 points. There are due dates (as noted on the course schedule) for each of these collections. Choose the five chapters you will be writing on and see the accompanying due date. No analyses can be handed in during finals week, and we will not be looking at the final two chapters of the book (Chapters 27 and 28).

Quizzes: There are six in-class quizzes, two for every section (1865-1918, 1918-1945, and 1945-present). These quizzes are worth 20 points each, and I will drop your lowest score (for a total of 100 points). The quizzes will consist of short-answer identifications (who, what, when, where, why, and significance). You will get a study-guide a week before the quiz with potential identification terms. There will be four

term choices on the quiz, from which you'll choose two. The quiz dates are: **Sept. 14, Sept. 28, Oct. 14, Nov. 2, Nov. 18, and Dec. 9.**

Essay exams: The class is divided into three sections: 1865-1918, 1918-1945, and 1945-present. At the end of each section, you will have a take-home exam. The exams are essay-based. You will have at least three different essay choices. From these choices, you will select one on which to write seven- to nine-paragraph essay. These exams are each worth 100 points, and are due in-class, except for the final exam. The first exam is due **Oct. 5**, the second is due **Nov. 9**, and the third is due noon on **Dec. 16**. You will get the exam sheet one week before it is due. No late work is accepted on exam 3.

Participation and attendance: While this class is primarily lecture-based, I still welcome participation and discussion. Because this class is lecture-based, your attendance is necessary for a successful completion of the course. I will monitor attendance with daily sign-in sheets. Your attendance will count for 100 points of your final score.

Late assignments

Assignments are due **in class** on the day noted on the syllabus. Late work will be accepted, but will lose five points for each day late, including weekends. The first five points starts as soon as class that day is over, so if you hand something after class on the day that it is due, you will lose five points. If you hand it in the day after it is due, you lose ten points. Assignments will **not** be accepted via email. **NO EXCEPTIONS.** I also do not accept assignments slid underneath my door. Those found in my office on the floor will be thrown away. I have a folder on my office door, and you may hand assignments in there if you cannot hand them in in class.

Disability Statement

Reasonable accommodations are available for students who have a documented disability. Please notify me during the first week of class of any accommodations needed for the course.

Email

Make sure you use my correct email (aecanfield@lsc.edu). DO NOT just rely on the auto-complete feature; type it in fully yourself. Additionally, you must use LCMail (youraddress@lcmail.edu) for all course emailings. This is the address that I will send all email to if I need to get a hold of you. You may set your LCMail account to forward to another email, but you are still responsible for any email I send out. Do not delete any emails to me unless I have responded. I will always respond to let you know that I received your message. If I have not replied within two days, assume that I did not get the email.

Academic Integrity

Academic honesty is expected of all students. Instances of academic dishonesty will result in the failure of the class. Academic dishonesty includes plagiarism (the use of someone else's words or ideas without acknowledgement), cheating on assignments or exams, multiple submissions, and assisting someone else in committing academic dishonesty. Academic dishonesty is a serious offense and will be treated as such. Violations of academic honesty will be reported to the appropriate school officials and the student **will fail the course.** No exceptions.

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| Points | | Grade scale: | |
| Document analyses | 100 points | A | 552-600 points C 432-467 |
| Quizzes | 100 points | A- | 540-551 C- 420-431 |
| Exams | 300 points | B+ | 528-539 D+ 408-419 |
| <u>Attendance</u> | <u>100 points</u> | B | 492-527 D 360-407 |
| Total: | 600 points | B- | 480-491 F below 359 |
| | | C+ | 468-479 |

Course Schedule

| Date | Lecture Topic | Document readings (<i>Voices of Freedom</i>) | Doc. analysis due dates |
|-------------|---|---|-------------------------|
| Aug. 24 | Introduction and Reconstruction | Chapter 15, “‘What is Freedom’: Reconstruction” | Sept. 2 |
| Aug. 26 | Gilded Age and Industrialization | Chapter 16, “America’s Gilded Age,” | Sept. 9 |
| Aug. 31 | Labor, Urbanization, and Immigration | | |
| Sept. 2 | The New South | | |
| Sept. 7 | *NO CLASS, Labor Day* | | |
| Sept. 9 | American West and the Dawes Act | | |
| Sept. 14 | Populism and Progressivism— *Quiz 1* | Chapter 18, “The Progressive Era” | Sept. 21 |
| Sept. 16 | Progressivism (con’t) and American Imperialism | Chapter 17, “Freedom’s Boundaries, at Home and Abroad” | Sept. 23 |
| Sept. 21 | American Imperialism (con’t) and World War I | | |
| Sept. 23 | World War I (con’t) *End of Section 1* | Chapter 19, “Safe for Democracy: The United States and World War I” | Sept. 30 |
| Sept. 28 | Suffrage, NAACP, and Prohibition— *Quiz 2* | | |
| Sept. 30 | The Roaring Twenties | Chapter 20, “From Business Culture to Great Depression: The Twenties” | Oct. 7 |
| Oct. 5 | 1929 and the Great Depression *Take-home Exam 1 due* | | |
| Oct. 7 | New Deal | | |
| Oct. 12 | New Deal | Chapter 21, “The New Deal” | Oct. 21 |
| Oct. 14 | Build-up to war— *Quiz 3* | | |
| Oct. 19 | *NO CLASS | | |
| Oct. 21 | WWII | Chapter 22, “Fighting for the Four Freedoms: World War II” | Oct. 28 |
| Oct. 26 | The Homefront, and the Atomic Bomb *End of Section 2* | | |
| Oct. 28 | Overview of the Cold War; Korean War | Chapter 23, “The United States and the Cold War” | Nov. 4 |
| Nov. 2 | The 1950s— *Quiz 4* | Chapter 24, “An Affluent Society” | Nov. 9 |
| Nov. 4 | Civil Rights | | |
| Nov. 9 | Vietnam to 1968 *Take-home Exam 2 due* | | |
| Nov. 11 | Kennedy and the beginning of the 1960s | | |
| Nov. 16 | From Camelot to Altamont: The 1960s | Chapter 25, “The Sixties” | Dec. 2 |
| Nov. 18 | American Indian Movement, Chicano Movement, and Feminist Movements— *Quiz 5* | | |
| Nov. 23, 25 | *NO CLASS, Thanksgiving | | |
| Nov. 30 | Nixon and the end of Vietnam | | |
| Dec. 2 | Nixon and the rise of Conservatism | Chapter 26, “The Triumph of Conservatism” | Dec. 9 |
| Dec. 7 | Ford, Carter, and the National Malaise | | |
| Dec. 9 | Reagan and the end of the Cold War— *Quiz 6* *End of Section 3* | | |

**Take-home Exam 3 due by noon on Dec. 16 to my office.
NO LATE PAPERS ACCEPTED**