

HIST 112-01 and HIST 112-02: United States History since 1865

General Education Competency Area: Social and Behavioral Ways of Knowing/Diversity

Dr. Amanda Van Lanen

Email: alvanlanen@lsc.edu

Office Phone: 208-792-2684

Office Hours: Wednesday 1:30-3:00pm; Tuesday and Thursday 9:00-10:00am; or by appointment

Office: Spalding Hall 237

You can come to office hours in person or connect via zoom

- <https://lsc.zoom.us/j/6510524452>. Zoom is set up with a waiting room. You may have to wait a few minutes if I am with another student.

** To protect those who have underlying health issues or who are unable to get vaccinated, masks are required in class until further notice. As per LC State policy, faculty/staff members can direct whether or not masks will be worn in classrooms and individual or shared office spaces that they occupy. The CDC recommends masking, regardless of vaccination status, in indoor public settings in areas of substantial or high transmission; and the CDC recommends masking indoors in public for all persons who are unvaccinated regardless of level of community transmission. **

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:

- *The American Yawp: A Massively Collaborative Open U.S. History Textbook*, vol. 2: since 1887, ed. Joseph L. Locke and Ben Wright. **A note on the text: This is a free, open, resource textbook. It is available on the American Yawp website (<https://www.americanyawp.com/>). You can read the book directly from the website, download a free pdf, or purchase a print copy – your choice!
- Other documents and readings as posted on Canvas

Course Requirements

Weekly Review – 15%

Each week, you will need to complete a weekly review on Canvas. You'll be asked to summarize what you learned from class and the readings. You'll also submit a list of potential test questions.

Attendance and Participation – 10%

Attendance and participation are important for your success in this course. Participation includes:

- Participating in class discussions
- Completing in-class assignments and activities
- Asking questions
- Coming to class prepared. This means reading the chapter before class and actively taking notes during class

Because this work takes place in class, there will be no make-ups, except for sanctioned LCSC events or extenuating circumstances. I will drop the two lowest scores in this category

Document Analysis/Historical Debate Assignments – 40%

Primary source documents (written, photographed, filmed, or recorded documents created by people who experienced the past firsthand) are the foundation of the historical profession. This is

what historians use to interpret the past. Historians consider the source of the document and the credibility of its author— who wrote it, why, and for what purpose? They consider context – what else was going on at the time? They consider meaning, read between the lines, and compare the document with other sources. Document analysis requires detective work and a curious mind.

This semester, you will get to be a “history detective” and analyze documents for class. This is a skill that takes practice, but it will build reading and critical thinking skills that can be applied to other courses and life situations. For some assignments we will debate a historical issue. Depending on the assignment, you will prepare individually or with your group to present your assigned role to the class. Worksheets for document analysis and debates will be posted to Canvas. Please bring your worksheets to class as we will use them during class.

Research Project – 15%

Everyone will complete a research project. The goal of the project is to think about how history connects to our lives today. You will have the option of writing a traditional essay or doing a more creative project. You will also get to choose between several prompts. Additional information is available on Canvas.

Exams – 20%

There will be a midterm exam and a final exam for this course. Both exams will consist of a combination of identifications, maps, primary source analysis, and essays. Save your weekly review assignments. They will help you prepare for the exam. I will use questions from the weekly review assignments to create a study guide. Specific instructions will be provided at the time of the exam.

Course Policies

Assignment Submission:

- Late assignments will be assessed a **10%** penalty for each day they are late unless you’ve made prior arrangements with me.
- Assignments should be submitted on Canvas or in hard copy.

Attendance:

- Attendance is important for your success in this course.
- Sometimes emergencies happen. If you are unable to attend class for any reason, please let me know as soon as possible. Attending class is like working a job. Please give me the same courtesy you would give an employer. There are no make-ups for in-class work, except for LCSC sanctioned events or extenuating circumstances. I will drop the lowest two attendance/participation scores.

Collaborative Learning Groups: This semester, some work will be completed in groups. Research shows that we learn more when we work with others. Working with others builds teamwork, and it is a valuable skill for many careers. It’s also fun to work with others. Collaboration is about creating new knowledge, sharing ideas, and connecting with other individuals. This can be a very rewarding and enjoyable process.

- **What about my grade?** All group projects will be graded individually, but some points are awarded for how well you work with the group.
- **What if I don't have time to meet with a group outside of class?** Most group work will be done in class. Group work that requires time outside of class can be completed through Canvas. You don't need to worry about scheduling a meeting with your group in person, although having a study group can be useful.

Email:

- Check your LCMail regularly and turn on notifications for components in Canvas, including announcements, graded assignments, etc.
- You can contact me through Canvas or at alvanlanen@lcsc.edu.
- I only check email during regular working hours (M-F, 8:00-5:00pm).
- I will reply to your message within two working days. If I have not replied within two working days, assume that I have not received your email.

Academic Dishonesty: Students in this course will abide by Lewis-Clark State College's policy on [Academic Dishonesty](#). 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.

Course Schedule - for additional information about weekly assignments, please see the Canvas course calendar and modules. Course schedule subject to change.

Week 1

- Tuesday, January 18 – Introductions
- Thursday, January 20 – In-class current events assignment (see Canvas Week 1)

Week 2 - Reconstruction

- Read *American Yawp* chapter 15 (this is part of vol. 1 and is available on the American Yawp website)
- Tuesday, January 25 – Reconstruction
- Thursday, January 27 – Jim Crow and the New South
 - Weekly Review Due

Week 3 – The West

- Read *American Yawp* chapter 17
- Tuesday, February 1 – Railroads and Settlement of the West
 - Read Frederick Jackson Turner, [“Significance of the Frontier in American History”](#)
- Thursday – February 3 – West cont.
 - Document Analysis Worksheet Due in class (see Canvas Week 3 for worksheet and document assignments)
 - Weekly Review Due

Week 4 - Capital and Labor

- Read *American Yawp* chapter 16
- Tuesday, February 8 – Age of Enterprise
 - Read [William Graham Sumner](#), [Henry George](#), and [Andrew Carnegie](#)
- Thursday, February 10 – Labor and the Age of Organizations
 - Document Analysis Worksheet Due in class (see Canvas Week 4 for worksheet and document assignments)
 - Weekly Review Due

Week 5 -Life in Industrial America

- Read *American Yawp* chapter 18
- Tuesday, February 15– Culture and Society in the Gilded Age
- Thursday, February 17 – Immigration and the New American City
 - Document Analysis Worksheet Due in class (see Canvas Week 5 for worksheet and document assignments)
 - Weekly Review Due

Week 6 – The Progressive Era

- Read *American Yawp* chapter 20
- Tuesday, February 22 – Roots of Reform
 - Research Project Proposal due
- Thursday, February 24 – Variety of Progressive Reforms
 - Document Analysis Worksheet Due in class (see Canvas Week 6 for worksheet and document assignments)
 - Weekly Review Due

Week 7 – American Imperialism

- Read *American Yawp* chapter 19 and Parts I - III of chapter 21
- Tuesday, March 1 – The U.S. as an Emerging Power
 - Document Analysis Worksheet Due in class (see Canvas Week 7 for worksheet and document assignments)
- Thursday, March 3 – U.S. on the World Stage
 - Read Taft vs. Wilson document on Canvas
 - Weekly Review Due

Week 8

- Tuesday, March 8 - **Midterm Exam**
- Read *American Yawp* chapter 21
- Thursday, March 10 – WWI

Week 9 – 1920s The New Era

- Read *American Yawp* chapter 22
- Tuesday, March 15 – WWI aftermath, stumbling into a new decade
 - Document Analysis Worksheet Due in class (see Canvas Week 9 for worksheet and document assignments)
- Thursday, March 17 – Cultural conflict in the 1920s
 - Read [Ellen Welles Page](#)
 - Research Project bibliography due
 - Weekly Review Due

Week 10 – The Great Depression

- Read *American Yawp* chapter 23
- Tuesday, March 22 – The Great Depression
 - Read [Herbert Hoover on the New Deal](#) and [FDR Acceptance Speech](#)
- Thursday, March 24 – Roosevelt and the New Deal
 - Document Analysis Worksheet Due in class (see Canvas Week 10 for worksheet and document assignments)
 - Weekly Review Due

Spring Break – March 28-April 1**Week 11**

- Read *American Yawp* chapter 24
- Project Consultation appointments available
- Tuesday, April 5 – Origins of World War II
 - Read [Charles Lindbergh](#) and the [Atlantic Charter](#)
 - Complete class activity on Canvas
- Thursday, April 7 – World War II
 - Read [Aiko Herzig-Yoshinaga](#)
 - Weekly Review Due

Week 12 – The Cold War and 1950s America

- Read *American Yawp* chapter 25 and 26
- Project Consultation appointments available
- Tuesday, April 12 – Origins of the Cold War
 - Read [Dwight D. Eisenhower](#)
- Thursday, April 14 – American Culture and Society in the Post-War Era
 - Document Analysis Worksheet Due in class (see Canvas Week 6 for worksheet and document assignments)
 - Weekly Review Due

Week 13 – The 1960s

- Read *American Yawp* chapter 26 and 27
- Project Consultation appointments available
- Tuesday, April 19 – The Civil Rights Movement
 - Document Analysis Worksheet Due in class (see Canvas Week 13 for worksheet and document assignments)
- Thursday, April 21 – The Cold War in the 1960s
 - Project consultation or rough draft due
 - Weekly Review Due

Week 14 – The Unravelling

- Read *American Yawp* chapter 27-28
- Tuesday, April 26 – Culture and Politics in the 1960s
 - Read the [Port Huron Statement](#) and [NOW Statement of Purpose](#)
- Thursday, April 28 – The Challenges of the 1970s
 - Document Analysis Worksheet Due in class (see Canvas Week 14 for worksheet and document assignments)
 - Weekly Review Due

Week 15 – The Rise of the Right and the Recent Past

- Read *American Yawp* chapter 29-30
- Tuesday, May 3 – Ending the Cold War
- Thursday, May 5 – Toward a New Century
 - Weekly Review Due
 - Final Projects due - show and tell in class

Final Exam - TBA