

## **Narrative History 202: United States History since 1865**

This course introduces students to modern United States' history in an integrated and chronological framework whose purpose is to encourage students' appreciation of history and enable them to understand the key concepts in the origins and development of the modern American nation. History 202 is taught by four full-time professional historians who agree about reading assignments and overall course structure. The syllabus offered below is a sample of how this course may be taught.

**Analyze the origins and consequences of historical events and the roles of individuals and societal forces to bring about change over time.** History 202 explores key themes through time and assesses the consequences of these developments as the sample syllabus indicates. These themes include the expansion of rights and citizenship to all Americans, the growth of industrialization and its impact within the United States and global markets, and the increasing role of the United States in global conflicts. Within these broader themes, students learn about the impact of leaders and movements as well as other currents many of which people were unaware.

**Explain historical events and changes as a continuous movement through time rather than as discrete and disconnected movements in time.** As indicated in the syllabus, themes and patterns combine across time in order to demonstrate how each event becomes linked to another. Within specific periods, students will explore the continuity of themes by examining topics that mark change and continuity through time.

**Locate and evaluate sources of evidence within the context of time, place, and culture.** History 202 challenges students to understand themes and developments through a variety of sources that include primary and secondary sources and documentaries. The syllabus indicates how specific sources illustrate these themes and change over time.

**Use an historical perspective to understand the world today and address contemporary issues.** Students in History 202 learn to place their own experiences within a broader geographical context and in a national and global context. To understand the challenges the United States faces today, this course helps students comprehend their experiences in a multicultural campus and decisions they will make as citizens by explaining how decisions made in the past and the divisions within the United States about these decisions provide the context for current debates.

History 202 supports the Outcomes of Foundational Studies. It is specifically relevant to the following learning goals: **effective oral and written expression** (fostered and demonstrated by writing assignments, essay examinations, and discussion sessions); **ability to place current and local experience in a global, cultural, and historical context** (the fundamental purpose of History 202 is to enable students to grasp how the things [e.g., rights of citizenship, political divisions, social conflicts, national interests] that they often take for granted came into existence); **understand diverse cultures within and across societies** (History 202 is the study of how the United States came to integrate different groups divided by culture, ethnicity, class, race, and gender); **demonstrate skills for effective citizenship** (by exposing students to the contested meanings of what the United States should be and do, History 202 enables them to become better informed citizens and make sound decisions).

## United States History From 1865 to the Present History 202

### What this syllabus contains:

1. List of required texts
- ~~1~~2. Course Description
- ~~1~~3. Learning Objectives (Course Aims, Historical Studies Objectives, Foundational Studies Objectives, Content Objectives, and Skill Objectives)
- ~~1~~4. Overview of Assignments
- ~~1~~5. Course Schedule (with more detailed explanation of assignments)
- ~~1~~6. Grading information
- ~~1~~7. Course Policies and Rules (Attendance, No late assignments, Students with Disabilities, Academic Integrity, Laptop Usage, Academic Freedom)

Formatted: Bullets and Numbering

### Required Texts

Eric Foner. *Give Me Liberty, An American History*, vol. 2., 2nd ed. Norton, 2008.  
Norton American History Digital Reader.  
Edward Bellamy, *Looking Backward* (any edition is fine)  
Howell Raines, *My Soul is Rested* (any edition is fine)

### Course Description

The decades following the Civil War proved to be some of the most crucial in shaping the nation we are today. Massive industrialization and urbanization, the arrival of new immigrant populations, difficulties dealing with freedmen in the South, and the whole range of shifting values brought on by the emergence of the “trust” or modern day corporations and the advent of a new consumer culture, all forced Americans to rethink their lives. The Twentieth Century has been an ongoing effort to confront and work through these modern transformations, all while America matured into the role of a world leader. By the end of this course, students will be equipped to look at today’s issues with a deeper sense of understanding and be inspired to continue to learn more about their own history. Additionally students will come out of this course having honed a basic set of intellectual skills (i.e. reading through and synthesizing vast amounts of information and opinion, analyzing conflicting arguments, formulating one’s own ideas, and communicating them via the written word).

### Course Aims

This course satisfies Indiana State University’s Historical Studies requirement for the Foundational Studies program.

#### Historical Studies Objectives

History offers a unique way to understand the world. It is a path to knowledge that engages in a creative and critical exploration of the past in order to illuminate the patterns, complexities, and contingencies that shape the human experience. As a result, History encompasses not only the individuals and groups whose interactions spark change over time but also the economic, political, social, cultural, scientific, religious, gender, and geographic forces, among others, that influence their behavior. Historians seek to understand the past by emphasizing the importance of context, establishing cause and effect, determining

connections between individuals and events, applying cross-cultural analyses, and weighing different perspectives, all while carefully relying on documented source material to arrive at well-supported conclusions.

Because of this distinct approach, the study of History provides students with the opportunity to build valuable critical thinking skills based on the analysis of evidence and construction of argument. At the same time, it encourages students to think beyond the constraints of contemporary viewpoints. The application of an historical perspective to any problem means taking account of its long-term causes and considering the long-term implications of any solution. A student whose knowledge of the world and its development is informed by an understanding of historical time, context, and perspective is someone who can connect the present with the past, who has acquired a sense of the richness and diversity of the human experience, and who, therefore, is prepared to be an informed and engaged citizen.

The following are the specific Historical Studies Objectives (HSO 1-4, noted later) developed at ISU

1. Analyze the origins and consequences of historical events and the roles of individuals and societal forces in bringing about change over time;
2. Explain historical events and changes as a continuous movement through time rather than as discrete and disconnected moments in time;
- ~~2-3.~~ Locate and evaluate sources of evidence within the context of time, place, and culture; and
- ~~2-4.~~ Use an historical perspective to understand the world today and address contemporary issues.

Formatted: Bullets and Numbering

#### Foundational Studies Objectives (FSO 1-10, noted later)

Because this course is part of the larger Foundational Studies Program, it is important to place its goals within the context of the program's goals. By the conclusion of your Foundational Studies Program at ISU, you will be able to...

1. Locate, critically read, and evaluate information to solve problems;
2. Critically evaluate the ideas of others;
- ~~2-3.~~ Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics, and history);
- ~~2-4.~~ Demonstrate an appreciation of human expression through literature and fine and performing arts;
- ~~2-5.~~ Demonstrate the skills for effective citizenship and stewardship;
- ~~2-6.~~ Demonstrate an understanding of diverse cultures within and across societies;
- ~~2-7.~~ Demonstrate the skills to place their current and local experience in a global, cultural, and historical context;
- ~~2-8.~~ Demonstrate an understanding of the ethical implications of decisions and actions;
- ~~2-9.~~ Apply principles of physical and emotional health to wellness;
- ~~2-10.~~ Express themselves effectively, professionally, and persuasively both orally and in writing.

Formatted: Bullets and Numbering

The program is also designed to build skills for applied learning. These Skill and Applied Learning Objectives (SALO 1-3, noted later) require that the course contribute to

1. Developing critical thinking skills
2. Developing information literacy skills
3. Developing your writing skills (by including a graded writing component)

#### Course Learning Objectives in History 202

The following outlines how students in this class will meet all of the Historical Studies objectives and most of the Foundational Studies objectives.

##### Content Objectives

*By the end of this course, students will have...*

- Gained an understanding and appreciation of how modern industrialization (the advent of corporate capitalism) transformed not only the American economy, but also American society and politics. Americans today continue to wrestle with some of the very same issues as Americans of the 1890s—e.g. how (or whether) to regulate the economic and political power of the giant “trusts” (corporations). [Historical Studies Objectives (HSO) 1, 2, and 4; Foundational Studies Objectives (FSO) 2, 5, 7, and 8]
- Examined the relationship between the ever-increasing responsibilities of the United States on the world stage of foreign affairs, and the nation’s growing economic might. Students will explore, discuss, and write about how Americans grappled with how (or whether) to affect international politics from our first forays into “accidental empire” (the Spanish-American War), through more intentional attempts to influence world affairs (Wilson in WWI, FDR in WWII, the United Nations and the Cold War, through President Bush’s zeal to democratize the Middle East), with students contemplating the continuities and differences along the way. [HSO 1-4; FSO 1-2, 5-8]
- Explored the fundamental social and cultural transformations since 1865, such as the rise of urbanization, massive new immigration (and the subsequent nativism and push for assimilation), evolving notions of gender (particularly the rise of modern Feminism) and struggles for racial equality, the increasing intervention of government in economic and public life, and the growth of new “consumer-oriented” values. [HSO 1, 2, and 4; FSO 2, 5-8]

##### Skill Objectives

*By the end of this course, students will ...*

- **understand the importance of context** by evaluating how the people, places, events we cover are “representative of the time period”; (For example, during the week we read about and discuss the Progressive Era, I will ask you to tell me how Jane Addams is representative of that time period. To do this, you will have to read the chapter on the Progressive Era and figure out how Jane Addams’ life reflected what was going on around her.) [HSO 1; FSO 7]
- **establish cause and effect;** (Looking at Jane Addams again, when you talk about how she was representative of the time period, you will learn about what exactly she was responding to when she opened Hull House. Why were so many immigrants coming to the U.S. in this time period? In other words, what caused the mass

immigration, what caused the miserable living conditions on Chicago's west side, and how was Addams part of the nation's response?) [HSO 1, 4; FSO 5, 7]

- **determine connections between individuals and events;** (Jane Addams was involved in many key events in U.S. history that continue to shape our lives today, including the passage of several laws designed to improve working and living conditions and the 19<sup>th</sup> amendment, which gives women the right to vote.) [HSO 1, 2, 4; FSO 5, 7]
- **apply cross-cultural analyses;** (Jane Addams was not always liked! She, like many middle-class reformers, tended to take a paternalist (maternalist) approach toward the "downtrodden." In understanding her response to the problems associated with mass immigration, we will talk about the ways in which her assumptions about people from countries other than the U.S. influenced her policies and practices. We will also talk about what immigrants thought of her work and the work of other reformers who intended to help them.) [HSO 1, 3, 4; FSO 5-7]
- **weigh different perspectives;** (What was the impact of all of Jane Addams' work? Did she improve immigrants' lives? Did she influence the way in which reform was thought about during the time period? We will talk about our own and historians' assessments of Jane Addams.) [HSO 1-4; FSO 2, 6, 7, 8]
- **and, use source material to support conclusions.** (You will learn how to use both secondary and primary sources to draw conclusions about Jane Addams and many other people and events in U.S. history. We will disagree about Jane Addams' influence, motives, etc. and, as we disagree, we will use our sources to support our arguments.) [HSO 3; FSO 1, 2, 5, 7,10]

### Assignments

Students will complete quizzes, written essay assignments, and exams (along with regular in-class discussions) that will gradually build up the students' knowledge of historical content while honing their abilities to think and communicate effectively.

- Four quizzes, focusing primarily on the primary source reading material and the fruits of our weekly discussions.
- Two written essays on the following:
  - Bellamy, *Looking Backward*: This novel was published in the late 19<sup>th</sup> century, and envisioned a utopian future. Everyone will write about the utopian features of the novel, analyzing aspects of what made it utopian at the time as well as comparing those features to utopian visions of our own time.
  - Raines, *My Soul is Rested*: This book collects journalistic interviews with a large number of people involved in, or affected by, the civil rights movement of the 1940s through 1960s. Everyone will write about social activism and people's participation in it, focused on these accounts but also drawing from course material and other primary source material from our digital reader.
- Four Exams

The department teaches in four normal section sizes:

- 45-60 students (“small” in discussion below)
- 80 students (“medium” in discussion below)
- 180-218 students (“large” in discussion below)
- online

In all section sizes, professors assign in and out of class writing which is developmental in nature, require analysis of primary and secondary reading, encourage formal and informal oral communication, and test content knowledge with a combination of essay and objective exams.

Different approaches to each section size are explained throughout; each type of activity or assignment is explained only the first time it occurs within the course schedule.

#### **COURSE OUTLINE AND READING ASSIGNMENTS:**

Below is our schedule. Make sure to come to class each week having already completed the reading and assignments for the week.

##### **NOTE ON WHAT HAPPENS IN THE CLASSROOM:**

- Small sections rely primarily on what one might call interactive lectures, in which the professor, most often backed by PowerPoint slides, lectures. He or she also not only encourages student questions but poses content, analytical, and opinion questions during lecture to assess student comprehension and engagement.
- Medium sections also have interactive lectures, with PowerPoint, with student questions encouraged, but the questions posed by the professor function more to assess comprehension and prompt later discussions, perhaps in break-out sessions, rather than discussion during the lecture itself.
- Large sections also have interactive lectures, with PowerPoint, with student questions encouraged. In these sections, the professor asks questions primarily to assess student comprehension, but also to prompt continued student attention and to re-focus attention at frequent intervals.
- Online sections have weekly activities of student contributions to discussion boards, blogs, and writing assignments but also include short lectures, audio or video, often linked to PowerPoint presentations as well.

##### 1. Week of Aug 24: Introductions

--Let's get to know each other a bit – tell us something about yourself ... if you can't think of anything, how about, “who is your favorite person in U.S. History?”

In the large section, the first week begins with a guided discussion about (1) why History is important as part of Foundational Studies and (2) the historical reasons this course begins in 1865.

## 2. Week of Aug 31: The Aftermath of the Civil War: Reconstruction

--Read *Give Me Liberty*, ch. 15 "What Is Freedom?": Reconstruction, 1865-1877<sup>1</sup>

--Watch segments of the PBS documentary on Reconstruction

--Document Analysis "Legislative Wrongs and How to Right Them" in the "1865-1877" section of the Norton American History Digital Reader<sup>2</sup>

--Discussion Question: After you watch the documentary, zero in on the interaction between the former plantation owners and their "new" workers. Who worked for whom and why? How were the workers paid? What was the negotiation process like between "employer" and "employee" in 1865?<sup>3</sup>

- Small section: Discussions begin with small group break-out, followed by full class discussion to allow professor to reinforce key concepts.
- Medium section: Discussions take place in small group break-out, using printed question sheets the groups fill out. Groups report back on sections, noting similarities and differences, and allowing professor to provide guidance to groups which failed to comprehend.
- Large section: Students individually fill out question sheets, checking them after with their neighbors, and then volunteering to answer professor questions, allowing all students to correct and expand on their question sheets.
- Online: Previously, discussion boards, with students posting both self-generated comments about readings as well as answers to questions, have been the main discussion tool. With the new technology, Elluminate, online discussions sometimes will also mimic the techniques used in the small groups above since students will be able to speak in real time.
- NOTES: This basic format is followed in all discussions throughout the semester. In addition to the HSO, FSO and SALO discussed below, students have the opportunity to gain FSO 1, 2, 5 and 10 skills (at least) and SALO 1 (at least) in each discussion.

<sup>1</sup> The textbook chapters assigned each week provide students with the necessary content and background to understand class lectures and complete weekly assignments. Quizzes and Exams are given often to ensure that students remain motivated to read the material. Textbook chapters, quizzes, and exams will not be footnoted in the remainder of the syllabus. Please refer to the textboxes for more information on the varying ways students are assessed depending upon class size.

<sup>2</sup> Students are asked to analyze various historical documents (primary sources) written by the people who lived through the time periods discussed throughout the semester. All of the document-related assignments help students achieve the four Historical Studies Objectives, as well as many of the Foundational Studies Objectives and the Skill and Applied Learning Objectives. The document for this week is an 1873 critique of the growth of railroads, business monopolies, and the growing power of the federal government. Students are asked to link that critique to the growing ascendancy of business interests in Congress and the corresponding end of Congress' Reconstruction-era focus on securing freedmen's (former slaves) new rights as U.S. Citizens. (HSO 1, 2, 3; FSO 1, 2, 5, 7, 8, 10; SALO 1, 3). Hereafter, footnotes for document analyses listed in the remainder of the syllabus will use the coding system above to indicate the objectives met (unless otherwise noted).

<sup>3</sup> The documentary footage provides students with the opportunity to visualize what life was like in 1865. In asking students to take on the role of a former slave AND a former master as they negotiate the terms of their new relationship, students learn to **analyze the origins (in this case sharecropping) and consequences of historical events (the end of the civil war) and the roles of individuals (the documentary looks at the ways in which the plantation owner Fan Butler and her former slaves negotiate their new relationship) and societal forces to bring about change over time (slavery to sharecropping)**. Asking students to answer the discussions question in writing and share their answers in class helps them develop both written and oral communication skills. (HSO 1, 2, 3; FSO 2, 7, 8, 10; SALO 1, 3). Hereafter, footnotes for documentary footage listed in the remainder of the syllabus will use the coding system above to indicate the objectives met (unless otherwise noted).

### 3. Week of Sept 7: Urban America and Industrialization

--*Give Me Liberty*, ch. 16 “America’s Gilded Age, 1870-1890”

--Discussion Question: Remember, the hardest part of this course is understanding how people, places, events are products of the time period in which they lived. Make sure to spend a lot of time figuring out how Standard Oil is representative of the time period? What was going on between 1870-1890 (read the whole chapter!)?<sup>4</sup>

--Essay due: Bellamy, *Looking Backward*<sup>5</sup>

- All four section types utilize the same format for essays written by students out of class. The primary distinction is likely to be the total number of essays (more in the smaller classes) and possibly the maximum permitted length (shorter in the larger classes)
- Essays require students to (1) have an argument-based thesis (2) display understanding of historical context, i.e., the statement above that “people, places, events are products of their time period” (3) use sources effectively and properly (4) develop their argument logically and (5) use proper grammar and spelling.
- In addition to the HSO, FSO and SALO for each assignment, discussed below, essay assignments generally provide students to gain FSO skills 1, 2, 7, and 10 at least.

### 4. Week of Sept 14: Capitalism and the West

--*Give Me Liberty*, ch. 17 “Freedom’s Boundaries At Home and Abroad, 1890-1900”

--Document Analysis “Declaration of War” and “The Anti-Imperialist League” in the “1890-1914” section of the Norton American History Digital Reader<sup>6</sup>

---

<sup>4</sup> Discussion questions are designed to encourage students to think about history as a process of struggle, negotiation, and debate over the key issues of the time period. In this case, the period 1870-1890 witnessed debate, negotiation, and intense conflict between the growing class of ultra-wealthy businessmen and their “workers,” or most Americans who were directly affected, usually negatively, by the growth of monopolies like Standard Oil. Students are asked to think about the growth of large corporations from the perspectives of the many people who were affected them, both positively and negatively, about the historical reasons for the growth of big business, and about the changes the country experienced as a result. (HSO 1, 2, 3, 4; FSO 1, 2, 3, 7, 8, 10; SALO 1).

<sup>5</sup> Reading Bellamy’s *Looking Backward* and writing an essay about it provides students with the **opportunity to use an historical perspective to understand the world today and address contemporary issues**. Bellamy writes about a “utopia” set in the year 2000 in which the problems of the late 19<sup>th</sup> century are solved through government intervention and technological advances some of which came to pass but none of which resulted in the equality he envisioned. (HSO 1, 2, 3, 4; FSO 1, 2, 4, 5, 7, 8, 10; SALO 1, 3).

<sup>6</sup> See note 2 re: document analyses. To reiterate: people argued vehemently in the past. Reading historical documents written by various people who lived during the time periods under consideration helps students **locate and evaluate sources of evidence** (in this case speeches by President McKinley asking Congress to declare war against Spain and by representatives from the Anti-Imperialist League who disagreed with the direction McKinley was taking the country). Taken together, the opposing viewpoints expressed in the documents are based on different interpretations of world events in 1896. Analyzing McKinley’s and the Anti-Imperialist League’s arguments helps students evaluate these historical actors’ respective positions **within the context of time, place, and culture**. (HSO 1, 2, 3; FSO 1, 2, 7, 8, 10; SALO 1, 3).

Week 4, con't:

--Discussion Question: Accidental Empire or Overt American Imperialism? How did the Spanish-American War reveal internal debates in the United States about the responsibilities of growing economic and political power?<sup>7</sup>

--Quiz #1

- Small and medium sections use quizzes more sparingly than larger ones, since professors there can assess student knowledge through class discussion. Quizzes in the small sections are often short essays or short answer.
- In large sections, quizzes are a crucial tool for helping professors track student understanding. The large sections often use the quiz tools available on textbook websites to encourage students to read in a timely fashion, and to help them see that these quizzes are a good study tool.
- Online sections use quizzes heavily to help students stay on track with their reading and to gauge student understanding. In online sections, weekly quizzes using the textbook website are the norm.

Quizzes primarily assess student mastery of content, but because faculty often use them to reinforce good study habits and key concepts, they help with FSO 1 and 2 as well as SALO 1.

5. Week of Sept 21: Exam 1

- The History Department standard is to rely on essay exams as the primary method of testing historical understanding.
- Small and medium sections rely on essay exams alone, or in combination with identifications, short answer, map quizzes, chronology exercises, and occasionally multiple choice questions.
- Large sections may use multiple choice tests for ease of grading, but combine with an essay for the most important assessment exams.
- Online sections are most likely to use essay exams.

Essay exams combined with more objective assessment provide students opportunity to demonstrate mastery of HSO 1, 2, 3 and sometimes 4 as well as FSO 1, 2, 7 and 10, and SALO 1 and 3.

6. Week of Sept 28: The 1890s

--*Give Me Liberty*, ch. 18 "The Progressive Era, 1900-1916"

--Document Analysis "Boley: A Negro Town in the American West" and "Frederick Jackson Turner: The Significance of the Frontier in American History" in the "1890-1914" section of the Norton American History Digital Reader<sup>8</sup>

<sup>7</sup> See note 2 re: document analyses. (HSO 1, 3, 4; FSO 1, 2, 7, 8, 10; SALO 1, 3).

<sup>8</sup> See note 2 re: document analyses. (HSO 1, 2, 3,; FSO 1, 2, 8, 10; SALO 1, 3).

--Discussion Question: How was the Dawes Act a Progressive Era Solution to the “Indian Problem”?<sup>9</sup>

#### 7. Week of Oct 5: World War I and the 1920s

--*Give Me Liberty*, ch. 19 “Safe for Democracy: The United States and World War I”

--Document Analysis “The Case Against the Reds” and “The Red Scare is Un-American” in the “1914-1929” section of the Norton American History Digital Reader<sup>10</sup>

--Discussion Question: When Woodrow Wilson proclaimed that the U.S. would get involved in the war to “keep the world safe for democracy,” what did he mean? What specific type of democracy did he advocate? In opposition to what did Wilson define democracy?<sup>11</sup>

--Quiz #2

#### 8. Week of Oct 12: The Great Depression

--*Give Me Liberty*, ch. 21 “The New Deal, 1932-1940”

--Eleanor Roosevelt “I Want You to Write to Me”<sup>12</sup>

<http://newdeal.feri.org/texts/authors.htm#Roosevelt,%20Eleanor>

--Federal Writers Project/WPA narratives<sup>13</sup>

<http://rs6.loc.gov/wpaintro/wpahome.html>

--Watch: Documentary on the Depression “Mean Things Happening”<sup>14</sup>

#### 9. Week of Oct 19: Exam 2

#### 10. Week of Oct 26: World War II

--*Give Me Liberty*, ch. 22 “Fighting for the Four Freedoms: World War II, 1941-1945”

--Document Analysis “Women in War Industries,” “Executive Order 9066 Prescribes Military Area within the U.S.,” and “*Korematsu v. U.S.*” in the “1939-1945” section of the Norton American History Digital Reader<sup>15</sup>

--Discussion Question: The Four Freedoms: What were they and how did FDR propose that the U.S. should “guarantee” them?<sup>16</sup>

---

<sup>9</sup> See note 4 re: discussion questions. (HSO 1, 2, 3.; FSO 1, 2, 3, 8, 10; SALO 1).

<sup>10</sup> See note 2 re: document analyses. (HSO 1, 2, 3, 4; FSO 1, 2, 7, 8, 10; SALO 1, 3).

<sup>11</sup> Students are asked to put Woodrow Wilson’s pledge that the U.S. “keep the world safe for democracy” in its proper context. Doing so allows them to critically evaluate the term democracy relative to other political philosophies and systems in place during World War I. The questions lend themselves to a discussion of the type of democracy embedded in contemporary U.S. foreign policy. To answer the discussion questions, students **use an historical perspective to understand the world today and address contemporary issues**. See note 4 re: discussion questions. (HSO 1, 2, 3, 4; FSO 1, 2, 7, 8, 10; SALO 1).

<sup>12</sup> Students are asked to read Eleanor Roosevelt’s article “Why Don’t You Write to Me?” This article indicates a shift in the Americans’ understanding of their personal relationship to the national government and policy as they articulated their needs directly to national leaders. More specifically, this site **allows the instructor to show students how to evaluate historical information available on the Internet, addressing SALO 2**.

<sup>13</sup> Students are asked to select a state and read one interview about an American’s experience during the Great Depression. In a writing assignment, students will address social and economic inequalities within capitalism as expressed in the interview **in order to understand the world today and address contemporary issues**. **In addition, students learn to locate and evaluate sources of evidence on the Internet by using a web site provided by the Library of Congress, addressing SALO 2**.

<sup>14</sup> See note 3 re: documentary footage. (HSO 1, 2, 3; FSO 1, 2, 3, 7, 8; SALO 1).

<sup>15</sup> See note 2 re: document analyses. (HSO 1, 2, 3, 4; FSO 1, 2, 7, 8, 10; SALO 1, 3).

<sup>16</sup> See note 4 re: discussion questions. (HSO 1, 2, 3, 4; FSO 1, 2, 3, 7, 8, 10; SALO 1).

### 11. Week of Nov 2: The Cold War

--*Give Me Liberty*, ch. 23 “The United States and the Cold War, 1945-53”

--Document Analysis “Sources of Soviet Conduct” and “A Critique of Containment” in the “1945-1950” section of the Norton American History Digital Reader<sup>17</sup>

--Discussion Question: The Soviet Union was one of the U.S.’ allies during World War II. How then did the U.S.S.R. become the U.S.’ arch rival within months of the war’s end? Describe the U.S.’ policy of containment.<sup>18</sup>

--Quiz #3

### 12. Week of Nov 9: The 1950s and the early Civil Rights Movement

--*Give Me Liberty*, ch. 24 “An Affluent Society”

Levittown<sup>19</sup>

<http://tiger.uic.edu/~pbhales/Levittown/>

--Essay due: *Rains, My Soul is Rested*

### 13. Week of Nov 16: Exam 3

### 14. Week of Nov 23: The Sixties and the Vietnam War

--*Give Me Liberty*, ch. 25 “The Sixties ...”

--Document Analysis “Peace Without Conquest,” “A Compromise Solution in Vietnam,” and “North Vietnamese View of American Intervention,” in the “1959-1970” section of the Norton American History Digital Reader<sup>20</sup>

--Watch: Two Days in October<sup>21</sup>

--Discussion Question: Describe the “official” U.S. position on how “winnable” the Vietnam War was in 1965, then again in 1968. How did the U.S. soldiers portrayed in the documentary feel about the Johnson Administration’s decisions?<sup>22</sup>

### 15. Week of Nov 30: The Rise of the Right

--*Give Me Liberty*, ch. 26 “The Triumph of Conservatism, 1969-1988”

--Document Analysis: “Nuclear Waste Policy Act of 1982” and “Ronald Reagan: Speech about Iran Contra” in the “1982-1989” section of the Norton American History Digital Reader<sup>23</sup>

---

<sup>17</sup> See note 2 re: document analyses. (HSO 1, 2, 3, 4; FSO 1, 2, 8, 10; SALO 1, 3).

<sup>18</sup> Students will be asked their knowledge of the U.S.’ alliance with the Soviet Union during World War II (covered the week before) to chart the dramatic change in that relationship, from ally to enemy, in the months immediately following the war. Using the U.S.’ new policy of containment as their focus, students are asked to explain the policy of containment as the **product of the continuous movement through time (which they will be asked to chart) rather than as discrete and disconnected moment in time.** See note 4 re: discussion questions. (HSO 1, 2, 3, 4; FSO 1, 2, 8, 10; SALO 1).

<sup>19</sup> Students will be asked to read a cultural analysis of Levittown on this web site. By investigating the development of suburbs following World War II and the G. I. Bill of Rights, students will note the dramatic social, cultural, and economic changes (e.g., consumption, homeownership, and privacy) that occurred within American families and communities. By comprehending how legislation can dramatically change American lives, students will **analyze the origins and consequences of historical events and the roles of individuals and societal forces to bring about change over time.** Moreover, by comparing this web site to another site, martinlutherking.org, students **learn to locate and evaluate historical information available on the Internet, and therefore addresses SALO 2.** This assignment compares a web site with legitimate historical “facts” with a web site whose address obfuscates the real agenda of the creator of the site.

<sup>20</sup> See note 2 re: document analyses. (HSO 1, 2, 3, 4; FSO 1, 2, 3, 7, 8, 10; SALO 1, 3).

<sup>21</sup> See note 3 re: documentary footage. (HSO 1, 2, 3; FSO 1, 2, 3, 8,; SALO 1).

<sup>22</sup> See note 4 re: discussion questions. (HSO 1, 2, 3, 4; FSO 1, 2, 7, 8, 10; SALO 1).

--Discussion Question: What led up to the *Iranian hostage crisis* and how was it resolved?<sup>24</sup>

16. Week of Dec 7: America after the Cold War: Conflict in the Middle East

--*Give Me Liberty*, ch. 27 “Globalization and its Discontents, 1989-2000”

--Document Analysis “Contract with America” and “The New Covenant” in the “1989-Present” section of the Norton American History Digital Reader<sup>25</sup>

--Watch “Bush’s War”<sup>26</sup>

--Discussion Question: “Would you have/did you support the Persian Gulf War in 1991? The Iraq War in 2003? Why and/or why not?”<sup>27</sup>

17. Week of Dec 14: FINAL (Exam 4)

---

<sup>23</sup> See note 2 re: document analyses. (HSO 1, 2, 3, 4; FSO 1, 2, 8, 10; SALO 1, 3).

<sup>24</sup> See note 4 re: discussion questions. (HSO 1, 2, 3; FSO 1, 2, 3, 7, 8, 10; SALO 1).

<sup>25</sup> See note 2 re: document analyses. (HSO 1, 2, 3, 4; FSO 1, 2, 7, 8, 10; SALO 1, 3).

<sup>26</sup> See note 3 re: documentary footage. (HSO 1, 2, 3; FSO 1, 2, 3, 7, 8; SALO 1).

<sup>27</sup> See note 4 re: discussion questions. (HSO 1, 2, 3, 4; FSO 1, 2, 3, 7, 8, 10; SALO 1).

**Grading:**

In class participation (6 document analyses @ 10 pts each and verbal participation)	100 pts
Quizzes (4 @ 25 pts each)	100 pts
Essays (2 @ 100 pts each)	200 pts
Exam 1, 2, 3, and 4 (200 points each)	600 pts
<b>TOTAL:</b>	<b>1000 pts</b>

I will figure your final grade according to the following scale:

A	94-100% (470+)
A-	90-93% (450-469)
B+	87-89% (435-449)
B	84-86% (420-434)
B-	80-83% (400-419)
C+	77-79% (385-399)
C	76-74% (370-384)
C-	70-73% (350-369)
D+	67-69% (335-349)
D	64-66% (320-334)
D-	60-63% (300-319)
F	59% and below (259 and below)

**COURSE RULES AND POLICIES****Attendance and participation**

*Regular attendance is a pre-requisite for succeeding in this course and is an essential responsibility of all students in the class. You are expected to attend every class, to come to class prepared to discuss the material you have read, and to participate fully in any class activities and discussions. Aside from consideration for the instructor and fellow classmates, attendance allows you the opportunity to maximize your learning potential while missing class puts you at a disadvantage. For example, many points I will discuss in lecture are not included in the text. I will take attendance daily. You are allowed 3 absences. If you are absent more than 3 times for ANY reason (doctor's appointments, illnesses, family emergencies, etc.) I will deduct 5 points for each absence over 3 from your final grade. There are no "excused" absences in this class beyond the 3 "freebies" I allow. THE LECTURES ARE A CENTRAL FORM OF "HOMEWORK". THEY SHOULD NOT BE MISSED.*

**Course Policies:** Make sure to do the reading each week, keep up with the study guides, and turn everything in by the deadline. Also, when using the discussion board, please be respectful of yourself, your classmates, and me. Please disagree with each other; disagreement creates the best discussions but, when you do, listen openly and learn from each other's points of view.

I do not accept work late or offer make up exams. Keep to the deadlines! (You'll thank me for this later) I will not accept assignments that are e-mailed or faxed.

Do not plagiarize (see the guidelines below). In practical terms, do not copy information directly from the book or from each other. If you plagiarize, it will trigger disciplinary action as stipulated in the Student Code of Conduct. See below for more information.

Laptops are permitted but, if you do use one, you may use it ONLY to take notes. If I see that you're using your laptop for something other than taking notes, I will ask you to leave class and you will be counted absent for the day.

Turn your cell phones off when you arrive for class. I do not allow phone calls or text messaging in class. As with laptops, if your phone goes off continually or if I see that you're texting, I will ask you to leave and you will be counted absent for the day.

**For Students with Disabilities:** Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is 237-2301 and the office is located in Gillum Hall, Room 202A. The Director will ensure that you receive all the additional help that Indiana State offers.

If you will require assistance during an emergency evacuation, please notify your instructor immediately. Look for evacuation procedures posted in your classroom.

**Laptop Usage Policy: Laptop not required for this course; usage permitted:**

While there will be no assignment or examinations for which the laptop will be used, your use of a laptop is generally permitted as long as such usage remains within the bound of the Code of Student Conduct and it conforms to the provisions of its use as laid out in this syllabus (see above). There may be occasions where laptop usage is forbidden and if that occurs, failure to comply with this direction will be viewed as a violation of the Code of Student Conduct.

**Academic Freedom:**

"Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject."

The preceding comes from the American Association of University Professors' statement on academic freedom. Though the entire statement speaks to many issues, it is this portion on the conduct of the course that is most relevant. For the purpose of Foundational Studies courses this means that faculty have the right to conduct their class in a fashion they deem appropriate as long as the material presented meets the learning objectives laid out by the entire faculty.

<http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm>

**Academic Integrity:** Academic integrity is a cornerstone of academic life. As stated on ISU's website (<http://www.indstate.edu/academicintegrity>): "All students are expected to maintain professional behavior, which includes the highest standard of integrity and honesty." Students are encouraged to visit this site for guidelines on academic integrity and plagiarism. The penalty for academic dishonesty, including plagiarism, can include a failing grade on the assignment, a failing grade in the class, and/or referral to Student Judicial Programs. Academic dishonesty includes, but is not limited to:

1. Plagiarism.
2. Cheating.
3. Fraud.
4. Using another person's material as one's own.
5. Knowingly allowing another person to use one's own work as their own.

If a student enrolled in this course engages in any form of academic dishonesty, the professor will report the incident as stipulated in the Code of Conduct, and will assign an appropriate penalty, at minimum a failing grade for the assignment. For more information, please see the Student Code of Conduct available on the web at: <http://www.indstate.edu/academicintegrity/studentguide.pdf> .