
HIST 1500

United States, 1877-present



Course Description

This course in American history examines the major political, cultural, economic, and social developments from Reconstruction to the present. We will pay close attention to the institutions, culture, and social composition that defined these eras in American history. Additionally, students will learn about history as a discipline. How do historians look at America in a different fashion than anthropologists, sociologists, psychologists, or political scientists? How do we use primary sources, memoirs, and works of historical scholarship in combination to better understand the past, as well as how our

Above: Anti-war protesters confront soldiers with flowers, 1967

lives in early twenty-first-century America are contingent upon those developments? Rather than looking at history as a long string of facts to memorize, we will move beyond the details we learn from the textbook to focus on analyzing, interpreting and understanding how different developments have produced the society we live in today. As a broad, survey-level introduction to the history of the United States from the period of Reconstruction to the present day, this class is intended to help you explore and think about vital issues and themes in our nation's past as well as to develop your historical empathy about the choices faced by actors in the past.

COURSE GOALS and LEARNING OUTCOMES

• Skills:

- * Connect primary sources to historical context using reference material and historical arguments
- * Evaluate historical arguments by reading scholarly work
- * Identify arguments about and articulate changes over time
- * Manage time and plan for deadlines efficiently and effectively with minimal supervision

• Content Coverage and Big Questions:

- * America's changing role in global affairs
- * The evolution of politics, the presidency, and the state
- * Cultural identity and change
- * Economic growth and crisis and the changing experiences of work, exchange, technology, and consumption

• Citizenship:

- * Consider how Americans have interacted with laws and government institutions from the local to national levels
- * Evaluate the connection and contradictions among democracy, citizenship, and cultural pluralism
- * Consider the relationship between domestic affairs and international relations
- * Apply historically derived definitions of liberalism and conservatism

Required Books

Watson, *Bread and Roses* (ISBN: 9780143037354)

Yeziarska, *Bread Givers* (ISBN: 9780892552900)

Moody, *Coming of Age in Mississippi* (ISBN: 9780440314882)

Henretta, et al, *America: Vol. II* with LaunchPad Access (textbook), ISBN: 9781457655753, with paper copy available on reserve in the library.

To register for the course go to:



Model T automobiles roll off the assembly line at the Ford Motor Company in Detroit, ca. 1920s.

<http://www.macmillanhighered.com/launchpad/henretta8evol2/4873726>

PLEASE bookmark the page to make it easy to return to. Use your Blackboard sign-in information to register. You have three options to enroll in the course: you can purchase direct access, you can buy an access code, or you can get free 21 day access while deciding.

To navigate and start using LaunchPad please consult the Get Started guide and/or view this video.

If you have problems registering, purchasing, or logging in, please contact Customer Support. You can reach a representative during the hours of operation listed below through the online form or online chat **OR** by phone at 1 (800) 936-6899.

Customer Support Hours of Operation:

- Monday through Thursday 8:00 a.m. to 3:00 a.m.
- Friday 8:00 a.m. to 12:00 a.m.
- Saturday 12:00 p.m. to 8:00 p.m.
- Sunday 12:00 a.m. to 3:00 a.m.

Policies

Academic Honesty: Citation, writing clarity, and grammar are important in making your argument effective and understandable. I suggest you visit this site to review writing skills and techniques and also that you make use of FSU's Writing Center to review your work, particularly if you have concerns. Please note that ignorance is not an excuse for plagiarism. Students are responsible for understanding and adhering to the university's policies regarding plagiarism and academic integrity. The consequences for violation are severe, including failure of the course and potential expulsion.

Email: is the best way to reach me. Please be aware that it may take me up to 24 hours on weekdays and 48 hours on weekends to respond. If you do not hear back from me, it is likely that the answer is available on the syllabus. If your email issue takes more than a paragraph to explain, please come see me in my office hours.

Online Behavior: The discussion forums will by-and-large be informal spaces. Do not mistake this informality and creative space as a license to be unprofessional. Your fellow students are your colleagues and I expect you to conduct yourself as if you are sending business communication, even if our content is at times controversial, emotional, or provocative. Timeliness is another way to demonstrate your professionalism; submitting your work on time makes it easier for your fellow students to complete their own assignments (evaluation posts, etc.).

Discussion posts will be graded on a 10 point scale for quality (timeliness, use of sources, and clarity of argument) and creativity. To receive the maximum credit, you must engage with your fellow classmates. For more information on discussion grading, see the Discussion Board on Blackboard.

Late Policy: Late papers and assignments will only be accepted by prior arrangement. Late work will receive a penalty of one-third grade deduction per day late (i.e. an A becomes an A- after one day, and so on).

Grading: All grading is done using FSU's 4.0 scale. If you receive a numerical/percentage grade (e.g. 88%), it will be calculated using the corresponding GPA (3.3). Online assignments have a 90 minute grace period for late work.

Fitchburg State encourages the full participation of individuals with disabilities in all aspects of campus living and learning. To support access and inclusion, Fitchburg State offers reasonable accommodations to students who have documented disabilities (e.g. physical, learning, psychiatric, sensory, etc.). If you require accommodations for this class, please provide me with a copy of your Accommodation Agreement as soon as possible so that we can discuss your specific needs. Any information that you share with me will be held in the strictest confidence, unless you give me permission to do otherwise. If you require academic accommodations but do not have an Accommodation Agreement, contact Disability Services a.s.a.p. to establish your eligibility: www.fitchburgstate.edu/disability or 978-665-4020.

About Online Learning

For many of you, online learning may be nothing new. For others, this might be your first experience with such a course. Since each of you bear the responsibility for your own learning, as well as that of your classmates, perhaps to a greater extent than in a face-to-face class, I would like to emphasize three points I believe are critical to your success in this online version of USII:

- **Personal responsibility.** You are responsible for working on your own and exerting the personal discipline necessary to complete assignments in a timely fashion. To do so, first read the syllabus—especially the course schedule—carefully to know your assignments for each week, when writing and discussion assignments are due, and the closing of each grading period. You will have to allow sufficient time to do the reading assignments before the postings are due. You have to take an active role in the discussions. All of this represents a great responsibility and investment in time and effort on your part, especially considering the accelerated schedule of a summer course. Students who have taken this course previously report that there is a very direct relationship between effort and satisfaction – the more effort and time you put into the course, the more you are likely to gain from it.
- **Constant and continual effort.** All of us have a tendency (and need, at times) to put work until the last minute. Doing so threatens your success in the course. You need to work on this class every day. Some of that work, like reading, discussion, and thinking about questions regarding assignments, as well as preparing writing assignments, will be done off-line. Whatever you are working on, however, you should log on to our Blackboard site at least one a day and keep abreast of any important messages or announcements, and to see how conversations about the material are developing.
- **Schedule your time.** Students often ask, “How much time should I put into this course?” Obviously, that varies from one student to another, and it will vary over the eight weeks we will be working together, depending on your work and personal schedules. Break down each reading assignment and the time required and budget accordingly. Do the same for your writing assignments. Create to-do lists for each assignment and think about how much time you will need for each step, then schedule those blocks into your calendar.

Grading Policy

Grades are awarded on a numerical scale as follows:

4.0.....	A	95 – 100
3.7.....	A-.....	92 – 94
3.5.....	A-/B+	89 - 91
3.3.....	B+	86 – 88
3.0.....	B.....	83 – 85
2.7.....	B-.....	80 – 82
2.5.....	B-/C+	77 – 79
2.3.....	C+.....	74 – 76
2.0.....	C.....	71 – 73
1.7.....	C-.....	69 – 70
1.5.....	C-/D+	67 – 68
1.3.....	D+	64 – 66
1.0.....	D.....	60 – 63
0.0	F.....	0 – 59
	IN.....	Incomplete



Assignments and Grading

Grades will be calculated using the following weights below, and will be totaled in LaunchPad. Please note that I will have to manually transfer the grades from the papers into LaunchPad, which may take a few days after the assignments have been submitted and graded.

Assignment Group	Drop Lowest	Weight/Points	% of Total
Chapter Reviews (Learning Curve Assignments)	3	10	10.00%
Discussions	0	15	15.00%
Chapter Quizzes	3	20	20.00%
Papers	0	25	25.00%
Exams	0	30	30.00%

The schedule of readings is based on when assignments are due.

- ★ Each week, assignments are due based on your reading of that week's textbook chapter, and so you must read the chapter PRIOR to doing the assignments.
- ★ For the documents quizzes, you must read the set of primary documents included with each chapter. (Not available in the paper copy of the textbook).
- ★ For the discussions, you should plan to have read and discussed the book in advance (I will send a reminder 10 days before the discussion board closes). On the day the discussions close, as indicated on the syllabus, I will have a Facebook live session to discuss some of your thoughts posted on the discussion board, and you can write in live with new questions during the live broadcast, as well as discuss on the broadcast discussion board after the broadcast closes.
- ★ The Learning Curve assignments will repeat until you have reached “mastery,” and are there for you to use as review for the chapter quizzes.

WEEK OF JAN 22		
Mon, Jan 23	11:59 PM EST	LearningCurve for Chapter 17
	11:59 PM EST	Quiz for Sources for America's History, Chapter 17

	11:59 PM EST	Summative Quiz for Chapter 17
	11:59 PM EST	Thinking Like a Historian: Poverty and Food
WEEK OF JAN 29		
Mon, Jan 30	11:59 PM EST	LearningCurve for Chapter 18
	11:59 PM EST	Quiz for Sources for America's History, Chapter 18
	11:59 PM EST	Summative Quiz for Chapter 18
WEEK OF FEB 5		
Mon, Feb 6	11:59 PM EST	LearningCurve for Chapter 19
	11:59 PM EST	Quiz for American Voices: "These Dead Bodies Were the Answer": The Triangle Fire
	11:59 PM EST	Quiz for Sources for America's History, Chapter 19
	11:59 PM EST	Summative Quiz for Chapter 19
WEEK OF FEB 12		
Mon, Feb 13	11:59 PM EST	LearningCurve for Chapter 20
	11:59 PM EST	Quiz for Thinking Like a Historian: Making Modern Presidents
	11:59 PM EST	Summative Quiz for Chapter 20
Fri, Feb 17	NOON EST	Bread and Roses Discussion Board
WEEK OF FEB 19		

Mon, Feb 20	11:59 PM EST	LearningCurve for Chapter 21
	11:59 PM EST	Quiz for American Voices: Debating the Philippines
	11:59 PM EST	Quiz for Sources for America's History, Chapter 21
	11:59 PM EST	Summative Quiz for Chapter 21
Fri, Feb 24	11:59 PM EST	Paper 1
WEEK OF FEB 26		
Mon, Feb 27	11:59 PM EST	LearningCurve for Chapter 22
	11:59 PM EST	Quiz for Thinking Like a Historian: Who Joined the Ku Klux Klan?
	11:59 PM EST	Summative Quiz for Chapter 22
WEEK OF MAR 5		
Mon, Mar 6	11:59 PM EST	LearningCurve for Chapter 23
	11:59 PM EST	Quiz for Thinking Like a Historian: The New Deal and Public Works
	11:59 PM EST	Summative Quiz for Chapter 23
Fri, Mar 10	NOON EST	Bread Givers Discussion Board
WEEK OF MAR 12		
	SPRING BREAK: There are no assignments due this week.	
WEEK OF MAR 19		
Mon, Mar 20	11:59 PM EST	LearningCurve for Chapter 24

	11:59 PM EST	Quiz for Thinking Like a Historian: Mobilizing the Home Front
	11:59 PM EST	Summative Quiz for Chapter 24
Fri, Mar 24	11:59 PM EST	Midterm Exam
WEEK OF MAR 26		
Mon, Mar 27	11:59 PM EST	LearningCurve for Chapter 25
	11:59 PM EST	Quiz for Sources for America's History, Chapter 25
	11:59 PM EST	Summative Quiz for Chapter 25
WEEK OF APR 2		
Mon, Apr 3	11:59 PM EST	LearningCurve for Chapter 26
	11:59 PM EST	Quiz for Thinking Like a Historian: The Suburban Landscape of Cold War America
	11:59 PM EST	Summative Quiz for Chapter 26
WEEK OF APR 9		
Mon, Apr 10	11:59 PM EST	LearningCurve for Chapter 27
	11:59 PM EST	Quiz for Sources for America's History, Chapter 27
	11:59 PM EST	Summative Quiz for Chapter 27
	11:59 PM EST	Thinking Like a Historian: Civil Rights and Black Power: Strategy and Ideology

WEEK OF APR 16		
Mon, Apr 17	11:59 PM EST	LearningCurve for Chapter 28
	11:59 PM EST	Summative Quiz for Chapter 28
Fri, Apr 21	NOON EST	Coming of Age in MS Discussion
WEEK OF APR 23		
Mon, Apr 24	11:59 PM EST	LearningCurve for Chapter 29
	11:59 PM EST	Summative Quiz for Chapter 29
WEEK OF APR 30		
Mon, May 1	11:59 PM EST	LearningCurve for Chapter 30
	11:59 PM EST	Quiz for Sources for America's History, Chapter 30
	11:59 PM EST	Quiz for Thinking Like a Historian: Personal Computing: A Technological Revolution
	11:59 PM EST	Summative Quiz for Chapter 30
WEEK OF MAY 7		
Mon, May 8	11:59 PM EST	LearningCurve for Chapter 31
	11:59 PM EST	Quiz for American Voices: Immigration After 1965: Its Defenders and Critics
	11:59 PM EST	Summative Quiz for Chapter 31
Wed, May 10	11:59 PM EST	Paper 2

WEEK OF MAY 14		
Tue, May 16	11:59 PM EST	Final Exam