

History 2710

U.S. History Since 1877

Instructor: email:
 Office Hours:

REQUIRED TEXTS/Readings:

1. James Green—*Death in the Haymarket*
2. Thomas Sugrue—*Origins of the Urban Crisis*
3. - *The American Yawp*- <https://www.americanyawp.com/>

COURSE DESCRIPTION

Examines the second half of the American experience, from the Reconstruction period through the 1990s. Surveys social, political, economic and cultural developments throughout this extensive period, and provides a focus on the challenges that diverse groups faced as they struggled for an inclusive place in American society.

STUDENT LEARNING OUTCOMES: This course will incorporate the main learning outcomes of the History Department: communication, substantive knowledge, critical thinking, civic engagement and computer literacy.

Substantive Knowledge: At the conclusion of this course, students will be able to:

*Demonstrate a basic understanding of the founding and political, social and economic development of the United States.

*Demonstrate an understanding of what the discipline of history is and what methods historians employ.

*Demonstrate knowledge of the chronology of major issues, events, themes that played a role in the creation of the American Republic and the development and evolution of U.S. institutions.

*Describe large thematic historical concepts

*Demonstrate an understanding that history is contested territory rather than a set of agreed upon facts

*Distinguish between primary and secondary materials and be able to describe the assets and liabilities of each.

Effective Communication: At the conclusion of this course, students will be able to:

*Speak and write effectively and clearly about the history, principles and forms of government of the United States.

*Construct a narrative around an evidence base argument

*Demonstrate orally and in writing that the ethics and practice of history mean recognizing and building on the work of others and providing appropriate and thorough attribution

Critical Thinking: At the conclusion of this course, students will be able to:

*Evaluate a variety of historical sources for their credibility, position and perspective

*Contextualize materials from the past with appropriate precision and detail

*Make horizontal (in time) and vertical connections (over time)

*Explore the dynamics of continuity and change

*Generate a historical argument that is reasoned and based on historical evidence

*Identify the competing definitions of American liberty and citizenship as well as the roles of conflict and consensus in the development of American institutions

*Explore multiple historical and theoretical viewpoints

*Place American History within a wider global context

Assessments:

100 pts: 12 in-class quizzes—10 pts. each (drop the lowest 2)

15 pts: 3 thesis statements—5 pts. each

30 pts: 2 thesis statement outlines—15 pts. each

10 pts: 1 intro. document paper

75 pts: 2 document papers (25 pts. and 50 pts.)

100 pts: 2 book reviews--50 pts. each

200 pts: 2 take-home essay exams (100 pts. each)

530 points

GRADE RANGE:

A	94-100	B-	80-82	D+	66-69
A-	90-93	C+	76-79	D	63-65
B+	86-89	C	73-75	D-	60-63

B 83-85 C- 70-72 E 0-59

In-class quizzes:

There are 12 in-class quizzes (usually on Wednesdays). The purpose of the quizzes is to motivate you to attend class, take notes, read the textbook, and assess your basic knowledge of key events, legislation, and people from the past (study skills). Make sure you get to class on time as there are no make-ups for these. The quizzes will be based on what we are/have covered the previous two classes and will be announced the class before they are given. The last two quizzes will be replacement quizzes- they will replace your lowest score (so if you have to miss a quiz/class, don't stress about it).

Thesis Statements:

These three exercises are designed to help you improve your writing and critical thinking skills. You will be given a question based on the ideas we have been discussing in class up to that juncture, and you must simply create a thesis statement- a sentence or two at most to answer the question. They are only worth 5 points each, but the feedback will be invaluable for the bigger assignments.

Thesis Statement Outline:

For these two assignments this is a "draft" for your essay exams. You will need to create a thesis statement along with at least four pieces of evidence that you will use to support your answer along with a few sentences that explains how the event, legislation, etc. will support your thesis. You will then be given feedback on the outline to help you as you write your essay. These should be about one page in length and are worth 15 points each.

In-class Document Analysis:

We will be doing one document analysis "workshop" in class. Before you come to class you need to read the assigned documents and articles (located in Canvas under In-class Document Analysis Documents). Type a **one- page** summary with at least **two questions** you want to discuss in class. **Post the paper on Canvas and bring a copy to class.** The questions can be related to basic clarification of facts, or more critical such as: "So and so said x,y,z about slavery, but he owned slaves. So was his complaint to Parliament about economics, or really about his own political power?" The purpose of this assignment is to help familiarize you with primary sources that historians use to reconstruct the past.

Document Paper:

There are **two additional** primary document assignments, each with its own guidelines. The purpose of these assignments is to help you familiarize yourself with the types of documents historians use to reconstruct the past and to help with your reading comprehension, critical thinking skills, and ability to contextualize and construct a more meaningful analysis of the time period in question.

-The first document paper should be 3 pages long and is worth 25 points. It should do the following: **First**-a brief summary of the argument being made in each document (author's thesis or purpose); **Second**-Identify the common theme or themes. Then choose one to construct your

own thesis about the documents in the context of what is happening around them (for example, if the documents were about the Cold War, you would need to discuss what was happening during the Cold War that would influence what the author is saying); **Third**- you need to provide some supporting evidence from the documents and textbook/lecture to support your thesis.

ePortfolio:

It is a requirement in all General Education courses for students to create an ePortfolio that contains their significant assignments and reflections about those assignments. The ePortfolio also allows students to document their goals and extra-curricular activities. For help setting up your ePortfolio please visit:
<https://www.slcc.edu/eportfolio/index.aspx>

-For Document #2 (worth 50 points) it is a little more extensive. The complete instructions for this document paper can be found with the documents on Canvas in the Modules tab. This will also serve as your e-portfolio assignment and will also need to include a reflective portion as outlined on canvas (included with the documents).

Book reviews:

After reading the two assigned books, you are also required to write a 2 to 3-page book review for each. Additionally, you will be required to answer questions associated with each book (the questions are located in Canvas). The questions are designed to help pace your reading, help you better understand the books, and will serve as the basis for discussions each week. **The answers need to be typed and printed up with at least three complete sentences for each answer to receive credit.** Leave some space between each question/answer so that you can make additional notes during discussions. Make sure you include the page numbers of where you found the answer(s) to each question. They are to be printed and handed in the day they are due. **For each question that you do not answer you will lose a point from the final book review grade.**

Essay exams:

There will be two 5-6 page take-home essay exams. Each exam will ask a question that will try and get you to think about and incorporate one of the courses broader themes. The goal is to get you to approach, think, and write about the issue in a way that a historian might look at. There will be no right or wrong answer, but the argument you make must be supported with accurate, specific historical evidence. (The essay prompt and instructions can be found on "Canvas"). **For the mid-term exam you will have the opportunity to re-write and re-submit it if you are not satisfied with your grade. The paper re-submission will be due no later than a week after it is graded.**

All written assignments (with the exception of the book questions) need to be submitted on Canvas under the "Assignments" tab by the due date and time. The book questions need to be brought to class.

Writing Intensive:

This is a writing intensive course. This means that you will be doing a lot of writing in the class. For each of your papers you can submit your thesis statement as well as an outline of the

evidence you will use to support your argument for feedback from me. With the exception of the book reviews where you have to identify the author's thesis, I am not looking for one "correct" answer. The goal is for you to learn to construct a legitimate argument using the historical facts available to you. The feedback I give will usually be in the form of questions that are designed to help you better articulate what it is you are trying to argue, rather than me telling you what to argue. **You are free to submit your outline etc. as many times as you feel is necessary for feedback before the paper is due.**

Plagiarism:

*There are specific skills most students need to master over time in order to deal with the stress and strain of college life without resorting to cheating and in order to correctly cite sources, especially in this new age of the internet. Please know that your professors will notice instances of cheating on exams or plagiarizing on papers. Quite simply, plagiarism is taking credit for another person's words, works, and ideas or failing to acknowledge that person's words, works, and ideas. If you borrow from someone else, you must give that person credit through proper citations. Plagiarism also includes using any **AI programs that generate papers-these are not allowed for this class.** The bottom line is that you must do your own work, write your own papers, and give proper credit to the sources from which you obtain your evidence and ideas. **If you are caught plagiarizing the punishment is failure for that assignment and if the instructor so decides, failure for the course.***

-Institutional Syllabus

Information regarding important services, dates to add/drop, etc. can be found in the institutional syllabus found on the Canvas course page. This link will guide you to how to find it, as well as other helpful information at SLCC:
<https://slconline.helpdocs.com/canvas-settings/where-do-i-find-the-institutional-syllabus>

Tentative Reading Assignments and Class Schedule:

-Week 1; Introduction to the class, note taking

-Week 2:

-avoiding plagiarism and constructing a historical essay

--**First Thesis Statement Due;**

--**Read chapter 16 in *American Yawp* (Gilded Age America)**

-Week 3:

-- **Read chapter 16 in *American Yawp* (Gilded Age America)**

--**Second Thesis Statement Due**

-Week 4:

--**Third Thesis Statement Due**

--**Haymarket Questions 1-6 Due**

--**Read Chapters 16-17 in *American Yawp* (Gilded Age America)**

-Week 5:

--**In-class Document paper Due**

--**Haymarket Questions 7-11 Due**

--**Read chapter 18-19 in *American Yawp* (Progressivism)**

-Week 6:

--**Haymarket Questions 12-16 Due**

--**Read chapter 20 in *American Yawp* (Progressivism/Imperialism)**

-Week 7:

--**Read chapter 21 in *American Yawp* (WW I)**

--**Haymarket Book Review Due**

-Week 8:

-- **Read chapter 22 in *American Yawp* (1920s)**

--**First Thesis Outline Due**

--**First Document Paper Due**

-Week 9:

-- **First Essay Due**

(Great Depression and New Deal)

-Week 10:

--**Read Chapter 23 in *American Yawp* (New Deal)**

-Week 11:

(World War II)

--**Read Chapter 24 in *American Yawp***

-Week 12:

-- **Urban Crisis Questions 1-6 Due**

--**Read Chapter 25 in *American Yawp* (Cold War)**

-Week 13:

--**2nd Document Paper (e-Portfolio) Due**

--**Urban Crisis Questions 7-10 Due**

--**Read chapter 25 in *American Yawp* (Cold War at Home)**

-Week 14:

--**Urban Crisis Questions 11-15 Due**

--**Read Chapter 26 in *American Yawp* ((Middle-class Conformity, Military Industrial Complex-
“Duck and Cover”))**

-Week 15:

--**Urban Crisis Book Review Due**

--Read Chapter 26-27 in *American Yawp* (Civil Rights)

-Week 16:

--Second Thesis Statement Outline Due

--Read chapter 27-28 in *American Yawp* (Vietnam War, Watergate)

-Week 17:

--Final Paper Due