

CID Number: 4495

Dr. Nancy Zey

HIS 164.02: United States History Since 1876

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Semester: Fall 2007
Classroom: F – Room 209
Class Time: MWF 9:00 – 10:00 a.m.
Credit Hours: 3 hours

COURSE DESCRIPTION

If you have a quarter in your pocket, you're carrying a piece of American history. Among the inscriptions on the coin, you'll see "Liberty," "In God We Trust," and "E Pluribus Unum," which is Latin for "One from Many." Each of these inscriptions tells a story. They mean different things to different people, and those meanings have changed over time. How did Americans define freedom? What role has religion played in the shaping of the nation? Considering the great variety of race, ethnicity, and national origin among the populace, how did Americans forge a union? Freedom, religion, and "multiplicity" are some of the key themes that we shall explore throughout this course. Along the way, we will encounter famous faces, but we will also look closely at the ways in which ordinary Americans experienced events and made their own impact on society. By studying our past, we will understand more clearly how we became who we are today.

COURSE OBJECTIVES

Most people I meet say that they don't like history. "Too dry," they say. "Too many dates and facts." This course will cover a great deal of information, but along the way I hope you will develop a greater interest in learning about the past. Indeed, my personal goal is to change your opinion of the study of history—for the better. You probably have goals of your own in taking this course. Most of you need to fulfill the legislative requirement, some of you may need an elective, and others may simply be curious about the story of our nation. Whatever your reasons for taking the class, I hope that you will view it as something more than a hurdle you have to jump on the way to graduation. This course will help you hone a number of concrete skills, which you will find important as a worker and as a citizen. Over the semester you should:

- Build a sound literacy in the history of the United States after the Civil War.
- Improve your ability to read closely and analytically.
- Improve your written and verbal communication.
- Sharpen your critical thinking.
- Learn how to interpret and analyze primary historical documents.
- Learn how to interpret and analyze secondary sources.
- Learn how to detect arguments as well as how to craft and support your own.
- Work collaboratively.
- Appreciate the importance of perspective.

You will cultivate these important skills through readings, discussions, in-class exercises, outside assignments, and exams. Let's start with the required books, as they are the foundation for most of the work in this course.

REQUIRED BOOKS AND OTHER READINGS

You would be surprised to learn how much time I spend in selecting books to assign. Contrary to what some of you may think, I do not purposely seek out books that are overly long, dull, and expensive. I understand that you all are very busy and that, for many of you, the purchase of books poses a financial challenge. I also understand that many of you are more likely to read if you *enjoy* what you read. Here's the criteria I kept in mind as I selected books for this course. (1) Each book is around 300 pages long which translates to an average of 100 pages of assigned reading per week or 33 pages per class period—very doable. (2) The full retail cost of each is below \$20. Buy them used for a cheaper price. (3) Each of the books is tailored for a broad audience. In other words, these are the kind of books you might pick up to read in your spare time (yes, some of you may actually read history for fun in the future). Some of the books listed cover wide swathes of American history, while others focus more narrowly on events and individual experiences. All of them are available at the bookstore. **Please note:** It is the responsibility of the student to obtain required books. Make sure you buy them as soon as possible, as the bookstores will be sending back their stock to make way for the next semester.

In addition to the five books listed below, you will be assigned various primary documents and scholarly articles over the course of the semester. These supplemental readings will be posted online and announced at least one class period before they are due.

REQUIRED BOOK CHECKLIST

- *A Very Different Age* - Steven J. Diner
(ISBN-10: 0-8090-1611-7; \$14.00)

- ***Daily Life in the United States, 1920-1940* - David E. Kyvig
(ISBN-10: 1-56663-584-5; \$18.95)**
- ***Looking like the Enemy* - Mary Matsuda Gruenewald
(ISBN-10: 0-939165-53-8; \$15.00)**
- ***Coming of Age in Mississippi* - Anne Moody
(Mass Market Paperback, ISBN-10: 0-440-31488-7; \$6.99)**
- ***Mecca and Main Street* - Geneive Abdo
(Paperback, ISBN-10: 0195332377; \$15.95)**

In addition to the books listed above, you may be assigned various other documents and articles over the course of the semester. These supplemental readings will be posted online and announced at least one class period before they are due.

Professors and students often play a cat and mouse game when it comes to assigned readings. While some students read every word the professor assigns, many skim through the pages and some skip the assignment altogether. As much as humanly possible, strive to be the student who reads everything at least once. Even if you don't enjoy the chapter or book, you need to read the assignment in order to complete coursework and participate in discussions. Quizzes are a common way of encouraging students to read and "getting" those who don't. Though I find them unpleasant to write, read, and grade, I will give them if there appears to be an epidemic of non-reading

ADDITIONAL REQUIREMENTS

You must also purchase some kind of notebook to use as a "Reading Journal" (more on this later). And you'll need to check your University email address (whatever is linked to Blackboard) at least once a day throughout the course.

LECTURE AND READING SCHEDULE

Below is a list of weekly lecture themes as well as a rough reading schedule (i.e., when to expect each of the required books). Readings will be assigned on a daily basis, and assignments will be announced in class and posted on Blackboard. Please note: The assigned readings are identified by the author's last name. Both the lecture and reading schedule are subject to change, depending on how slow or fast we're moving in class.

| | | |
|----------------|-----------------|---|
| WEEK 1 | LECTURE: | Introduction to Course, Historical Methods, and "The Gilded Age" |
| | READING: | Diner, Prologue – Ch. 1 |
| WEEK 2 | LECTURE: | Indians and the New West; A Changing American Economy |
| | READING: | Diner, Ch. 2-4 |
| WEEK 3 | LECTURE: | Urban Growth; Rural Protests |
| | READING: | Diner, Ch. 5-6 |
| WEEK 4 | LECTURE: | Civilization and Segregation; Progressivism |
| | READING: | Diner, 7-9 |
| WEEK 5 | LECTURE: | The Nation at War; Great Migrations |
| | READING: | Kyvig, Ch. 1-5 |
| WEEK 6 | LECTURE: | Old Time Religion in a New Age; Depression |
| | READING: | Kyvig, Ch. 6-10 |
| WEEK 7 | LECTURE: | Recovery |
| | READING: | Kyvig, 11-12 |
| | | *** MIDTERM 1 *** |
| WEEK 8 | LECTURE: | Americans on the Warfront; Americans on the Homefront |
| | READING: | Gruenewald, Prologue – Ch. 12 |
| WEEK 9 | LECTURE: | Cold War and Red Scare |
| | READING: | Gruenewald, Ch. 12-end; Moody, Ch. 1-3 |
| WEEK 10 | LECTURE: | Hot Wars |
| | READING: | Moody, Ch. 4-12 |
| WEEK 11 | LECTURE: | Struggle for Civil Rights |
| | READING: | Moody, Ch. 13-21 |

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| WEEK 12 | LECTURE: READING: | Domestic Revolts; Activisms Moody, 22-30 |
| WEEK 13 | LECTURE: READING: | *** MIDTERM 2 *** Conservatism Ascendant; Cold War Thaw Abdo, Prologue- Ch. 2 |
| WEEK 14 | LECTURE: READING: | America in the Middle East Abdo, Ch. 4-6 *** THANKSGIVING *** |
| WEEK 15 | LECTURE: READING: | The Politics of Terror (No Abdo this week) |
| WEEK 16 | LECTURE: READING: | American Communities Abdo, Ch. 7-8 |

FINAL EXAM To Be Announced

COURSEWORK

Exams, in-class exercises, and participation in discussions and group work will help you achieve the objectives I outlined above. Your final course grade will comprise the following:

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|-----------------|-------------|----------------------------|
| Midterm Exam 1 | 20% | <u>Friday, October 5</u> |
| Midterm Exam 2 | 20 | <u>Monday, November 12</u> |
| Final Exam | 35 | To Be Announced |
| Reading Journal | 15 | Ongoing |
| Participation | 10 | Ongoing |
| TOTAL | 100% | |

- A = 90-100 points
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59 and below

Exams: A portion of each exam will be objective (e.g., multiple choice or matching) to test your factual knowledge. However, the majority of the exam will be analytical in the form of short responses and/or essay. Written responses test your factual knowledge, and they give you an opportunity to demonstrate your ability to synthesize and evaluate information. **Please note:** Makeup exams will not be given except for excused University absences. If you miss a midterm, then the next will count double. The final exam must be taken at the time set by the University and will not be rescheduled except for a documented medical emergency.

Reading Journal: To help you read more thoughtfully and analytically, you will keep a Reading Journal. Every time I assign a portion of the text or outside document, I will give you a set of questions to think about as you read. Some are factual while others ask you to engage critically with the text/document. You will need to write an entry as many times as there are reading assignments for a given week—usually three—but you are allowed to take one week off (choose your week off wisely). Though I do not require a particular length, responses must be “complete” to obtain full credit. In other words, you must fully address the question(s) and demonstrate thoughtful consideration of the piece. Periodically you will be assigned in-class responses, such as to readings due that day. Therefore, Reading Journals must be brought to class every day. From time to time I shall pick them up to see how you’re doing and to give you feedback. This semester-long assignment will help you become a better reader, writer, and thinker. It should also help you form a stronger class community.

Participation: You’ll get much more out of lectures and readings—and, thus, the course—if you contribute to discussions and engage in group work during class. Not only will you learn more about the material, you will come to find valuable study partners and proofreaders among your fellow students. Though I will be evaluating your participation throughout the semester, the final grade will also depend on your own assessment. Therefore, at the end of every class, you will be given time to jot down notes in your Reading Journal about how you contributed to the class that day. Add to the journal whenever you seek outside help, contact classmates, or do anything else that demonstrates participation. We’ll check in with each other periodically to make sure we’re on the same page. At the end of the semester, full credit will be given to those students who make informed comments, ask thoughtful questions, demonstrate preparedness, and actively involve themselves throughout the semester. Full credit also depends on consistent civility—please see “Classroom Rules of Conduct” below.

STUDY TIPS

Consider finding one or more study partners in class at the beginning of the semester. Study buddies can be a valuable resource in preparing for exams. In addition to drawing on your classmates and seeking help from the instructor, you may wish to take advantage of other resources available to you on campus. The SAM Center (located in AB4 210) provides academic advising and mentoring to students of all levels. In addition, the Reading Center (located in Farrington 109) can help you master skills necessary for working through the assigned texts.

CLASSROOM RULES OF CONDUCT

Students must to adhere to the SHSU Code of Student Conduct, which can be found at <https://www.shsu.edu/students/guide/dean/codeofconduct.html>. And within this classroom, students must also demonstrate **civility** at all times. In other words, do not come in late, leave early, text message, sleep, whisper, do Sudoku, or anything else that disrupts the class or distracts me. Civility must also be maintained in all communications with me and with other classmates whether online or in person. Keep in mind that this class is a community, and the community cannot function if we don't all show basic courtesy and respect and devote our full attention to each other during the time we're together. Students who commit acts of incivility may be asked to complete additional assignments and/or leave the classroom.

ACADEMIC DISHONESTY

The University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

5.31 The University and its official representatives, acting in accordance with Subsection 5.32, may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism, collusion, and the abuse of resource materials.

"Cheating" includes the following and similar actions:

- (1) Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs.
- (2) Using, during a test, materials not authorized by the person giving the test.
- (3) Collaborating, without authorization, with another student during an examination or in preparing academic work.
- (4) Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an unadministered test.
- (5) Substituting for another student, permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
- (6) Bribing another person to obtain an unadministered test or information about an unadministered test.
- (7) Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough and/or final versions of an assignment by a professional typist.

5.32 "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea into one's own work offered for credit.

5.33 "Collusion" means the unauthorized collaboration with another person in preparing work offered for credit.

5.34 "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

5.35 "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

2. PROCEDURES IN CASES OF ALLEGED ACADEMIC DISHONESTY

2.01 Procedures for discipline due to academic dishonesty shall be the same as in disciplinary actions specified in The Texas State University System *Rules and Regulations* and Sam Houston State University *Student Guidelines* except that all academic dishonesty actions shall be first considered and reviewed by the faculty member teaching the class. The faculty member may impose failure or reduction of a grade in a test or the course, and/or performing additional academic work not required of other students in the course. If the faculty member believes that additional disciplinary action is necessary, as in the case of flagrant or repeated violations, the case may be referred to the Dean of Student Life or a designated appointee for further action. If the student involved does not accept the decision of the faculty member, the student may appeal to the chair of the appropriate academic department/school, seeking reversal of the faculty member's decision.

2.02 If the student does not accept the decision of the chair of the academic department/school, he/she may appeal to the appropriate academic dean. The chair of the academic department/school may also refer the case directly to the academic dean if the case so warrants.

ATTENDANCE POLICY

Either you or some kind third-party is paying a lot of money for you to be enrolled in this course. Divide the amount paid for the course by the total number of times we meet, and write that amount down every time you miss class. That was money spent for no return benefit. And the class loses out, too, by not having your contributions that day. Make the course a success

and make the most of your investment by coming to every class. Attendance is required and will be taken at the start of class—anyone arriving after attendance has been taken will be counted absent. Of course, there are times when you won't be able to come because of illness or other matters. If you have to miss class for any reason, please send me an email as soon as possible letting me know of your situation. **Please note:** Students who miss more than three classes may receive a grade reduction at the end of the term. Students who miss more than six classes will be recommended to drop the course altogether.

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. SHSU policy 861001 provides the procedure to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to the instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

STUDENTS WITH DISABILITIES

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with the instructor in order that accommodations can be made to assure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. **Please note:** no accommodation can be made until you register with the Counseling Center.

VISITORS IN THE CLASSROOM

Unannounced visitors to class must present a current, official SHSU identification card to be permitted to the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the classroom.

INSTRUCTOR EVALUATIONS

At the end of the semester, students will be asked to complete an evaluation of the course, but I welcome feedback about readings, assignments, and my instruction throughout the semester. Let's work together to make this a successful and rewarding learning experience.

CHANGES TO THIS SYLLABUS

This syllabus is your contract for the course. The instructor will not change the nature of the course, the number of assignments, or the grading system. However, the instructor reserves the right to update the course schedule and reading assignments throughout the term.