

**Sam Houston State University—Spring 2008**  
**History 164 - United States History since the Civil War**  
**Section 8, CID, 3448, AB4 307, 2:00 p.m. to 3:20 p.m.**  
Bernadette Pruitt, Ph.D., Associate Professor of History  
Office Hours, M & W, 11:15 a.m. to 1:45 p.m., T & TH, 3-6 pm; or by appt., Room AB4 459,  
294-1491

**Be advised that prearranged meetings, engagements, errands, or emergencies may take me away from the office during these preset consultation hours; if this happens, please contact me by phone, email, or in person to schedule or reschedule a conference or meeting.**

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Email Address: [his\\_bxp@shsu.edu](mailto:his_bxp@shsu.edu)

**REQUIRED READINGS:**

Bell, Thomas. *Out of This Furnace: A Novel of Immigrant Labor in America*. 1941;  
Pittsburgh: University of Pittsburgh Press, 1992 (\$11.25 used, \$14.95 new).

Jones, Jacqueline et al. *Created Equal: A Social and Political History of the United States*, Brief 2<sup>nd</sup>  
ed., V. 2. New York: Pearson-Longman Press, 2008

**COURSE DESCRIPTION:**

This course is designed to familiarize undergraduate students with United States history since the Civil War. Students will examine important social, political, economic, and diplomatic developments, including post-bellum race relations, gender equality and inequality, the rise of modern United States industrialism, the labor movement, immigration, urbanization, third-party politics, twentieth-century reform, the national welfare state, the World Wars, civil-rights/human-rights movements, and the origins of the Cold War. While the course examines recent and early contemporary U.S. history, the class also discusses current issues as each relates to earlier periods in United States history. The central theme of the course is the relationship between the United States and her citizens, the country and her allies, and the super power and her foes since the Civil War. This class examines the following topics:

- Reconstruction**
- The West**
- Industrialism and Industrial Workers**
- Immigration**
- The Rise of Cities**
- The New South: Origins of Jim Crow**
- Agrarian Reform, Discontent, and Populism**
- Gilded Age Politics**

Progressives and Progressivism  
United States Foreign Policy since the Civil War and the Spanish-American War  
World War I  
The Rise of Modern America: 1920s  
The Great Depression and FDR's New Deal  
World War II  
The Cold War  
The Vietnam War  
The Civil Rights Movement  
Watergate  
*Détente* and the End of the Cold War  
The Presidencies of Ford, Carter, Reagan, Bush, Clinton, and Bush  
The Gulf Wars  
The Roots of 9/11 and the Tragedy of 9/11  
Hurricane Katrina

The lectures are divided into two components. Part One, *The Emergence of Recent America, 1877-1920*, examines the history of the nation from the Civil War to World War I. United States society during this period changes from a nation of farms and self-employed farmers residing in "island communities" to a nation of cities, wage earners, corporations, bureaucracies, and internationalism. At the center of this transformation is the industrial revolution of the late nineteenth and early twentieth centuries, one that bridges the gap between the U.S. and her aging allies in Europe and Asia. The new industrial and social order, without question, paved the path for the U.S.'s economic, diplomatic, and military victories of the new twentieth century. Part Two, *Modern America and the Emerging New World Order*, commences with the 1920s and concludes with contemporary issues of the new millennium, e.g., September 11 tragedy and Hurricane Katrina. The United States of our parents, grandparents, and great-grandparents—the Great Depression, World War II, Cold War, Korean War, Vietnam Conflict, the rise of the social welfare state, presidential politics, modern-day Civil Rights Movement, Feminist Movement, Chicano Movement, the Watergate Crisis, the emerging Middle East, 9/11, and Hurricane Katrina—is the focus of this riveting discussion series.

#### **COURSE OBJECTIVE:**

The class objective is simple: to encourage a sincere admiration for United States history, especially as it relates to the personal sacrifices of Americans—past and present. Millions of people have given their lives to ensure the nation and world's survival to the present. Please remember and treasure these historical heroes and heroines. This year the course celebrates immigration to and internal migration in the United States. The forty million newcomers who have crossed rivers, oceans, and borders to secure socioeconomic progress, along with the tens of millions of internal migrations who have weathered cold weather, uncomfortable train rides, danger, and relationship breaks to find economic and social opportunities, will be at the center of many of our discussions this semester. The comparison/contrasts with earlier immigrants—including forced immigrants/migrants—whose movements brought them to the US before the outbreak of the Civil War are riveting at best. There is not an individual alive today in this country that has not been impacted by their relatives' decision to uproot for change (Of course the situation is a different one for forced migrants/immigrants). By remembering these migratory patterns, students will have the important opportunity to take a glimpse into their personal pasts. Students should also leave this course with a cursory understanding of recent and contemporary United States history. History, in

many ways, charts destinies. An understanding of historical events should propel individuals to promote discipline, sacrifice, community building, and unending righteousness, especially in their own lives. Students will also become familiar with research methods—both source materials and the ability to disseminate history through the use of historical information (primary and secondary sources). Finally, this course attempts to acquaint students with the thin line between historical facts and factual interpretation. Individuals, both members of the lay public and professional scholars, interpret facts in varying ways, depending on a litany of factors—socioeconomic class, gender, race, ethnicity, relationship to historic event, etc. For this reason, students must understand that one interpretation of factual events may differ from that of another. Historians, therefore, will continue to debate history—historical accuracy, source materials, and factual interpretations—for years to come. One must still attempt objectivity and sensitivity when disseminating the truth. We will continue this discussion over the course of the semester. Students, know the splendor of history, especially that of your treasured genealogical pasts.

**ABSENCE POLICY:**

College policy stresses that instructors may penalize students for excessive absences totaling four or more class hours. Students who have these kinds of excessive absences will be penalized severely in the class this semester. Specifically, I will penalize students with four or more unexcused absences: five points will be deducted from students' final grade at the end of the semester. If you have special problems, please contact the instructor immediately. Attendance will be taken daily. Please make an effort to be in class on time. Students, please be advised that new federal financial aid guidelines stipulate that absences may affect individuals' ability to secure student aid in future semesters.

**OBSERVANCE OF RELIGIOUS HOLIDAYS:**

The Texas Education Code (Section 51.911[b]), along with Sam Houston State University policy (University Policy 851001), must recognize the mandatory observance of religious holy days for students. The university must permit students to celebrate religious holy days, including travel for the same purpose. Please notify the instructor in writing within the first fifteen days of class of any observed religious holidays during the course of the semester. The instructor will not only excuse absences resulting from religious holiday observances, but will also allow students to make up examinations and assignments. Finally, the professor will fill out a form alerting students of revised deadlines for the completion of missed exams and assignments.

**POLICY REGARDING STUDENTS WITH DISABILITIES:**

Students with disabilities cannot be denied the benefits of other students or suffer from discrimination by any academic or student life activity or program on the basis of their impairment. Disabled students are, therefore, encouraged to seek assistance with academic matters and concerns from their professors, individual department or division heads, or by contacting the Chairperson of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center in the Lee Drain Annex, (936) 294-1720.

**CLASSROOM DECORUM:**

Students are seriously advised to adhere to appropriate classroom decorum. Please refrain from using cellular phones during the duration of the class. Again, phones must be turned off. Ringing phones and pagers too easily distract both instructors and students. Text messages of any kind are prohibited as well. Again, please refrain from utilizing text-messages of any kind during class,

the viewing of films, and examinations during the lecture hour. These actions are indeed prohibited in this class. Furthermore, students are asked to abstain from the use of hand-held electronic devices such as video games and portable compact-disc/Ipod/mp3 players during the class hour. Also discontinue inappropriate behavior during the lecture period—loud talking, the use of profanity, lewd behavior, eating, excessive laughter, smoking, alcoholic beverages, and discussions during the instructor's lecture and without her permission. This also goes for napping or sleeping in class. This behavior is inappropriate. Lastly, students must refrain from walking out of class before the end of the lecture hour (without the instructor's consent), coming to class excessively tardy, and taking a restroom-break during an examination. If students leave class for any reason during an exam, the instructor will assume that the student is cheating and will give the student a zero for the assigned test. If students must use the restroom, please do so before class begins; again, on exam days, please use the restroom before beginning the examinations. If students do not adhere to these requests, they will be asked to leave; if this behavior continues, ten points will be deducted from the final grade average at the end of the semester. Please, please respect the classroom, instructor, and your classmates. This is unquestionably required of all students this semester in this History 164 class.

#### **ACADEMIC DISHONESTY:**

The instructor expects integrity among her students. She expects students to engage in healthy debate. She encourages and welcomes passionate exchanges of ideals in the classroom, among classmates, when researching, and on paper. The professor will not, however, tolerate dishonesty in the classroom and away from class. Students found guilty of any form of academic dishonesty will be subject to punishment. Students accused of academic abuse will potentially face serious consequences. Included are some of the most common and egregious of these illegalities: examination cheating, plagiarism, theft of resources or materials, or collusion with others to partake in any or all of these actions. Students accused of these actions may face disciplinary proceedings by university officials. Please, for your own sake, do not engage in this kind of behavior.

#### **LECTURES AND CLASS ACTIVITIES:**

Class lectures will come from the assigned topics in the course calendar. Students are responsible for all assigned readings and must stay abreast with lectures and discussions. All reading is mandatory. Students are also expected to take exemplary notes on the lecture topics—at least three to five pages per lecture day. Students are equally expected to participate fully in classroom discussions and debates. The class will discuss current events as each relates to various topics.

#### **CLASSROOM VISITORS:**

I am flexible on this matter. I would appreciate some sort of notice before hand if students want to bring guests to class. The classroom environment must be safe for all of us. In light of recent events, I will ask that visitors have a valid SHSU identification card, driver's license, or alternative form of identification. Please ask for permission ahead of time, at least a day in advance. Visitors without any form of identification will not be allowed in class. Lastly, it is at the discretion of the professor to search the personal belongings and clothing of visitors. Again, this is for everyone's safety.

#### **INSTRUCTOR EVALUATION(S):**

Students are expected to complete a course/instructor evaluation(s) near the end of the semester. Honors history classes will also complete an Honors Program evaluation sheet. The instructor will

also ask students to do an informal, anonymous evaluation of the class. These evaluations are important for both the university community and instructor who continues to grow as a lecturer, teacher, and mentor.

### **REQUIRED SUPPLIES:**

Students, I expect you to come to class with the appropriate, necessary items. A pen or pencil, tablet or loose leaf notebook paper, and the required textbooks are essential for every class meeting. Students are also encouraged to utilize audio-recording devices for the lectures. Laptop computers are welcomed in class as well. While I have no problems with individuals utilizing technology in the classroom, I do take offense to students using their computers during the class hour to do assignments, read email, and peruse the internet without my permission. These actions are unacceptable. This also goes for hand-held devices.

### **STUDY RECOMMENDATIONS:**

I cannot force students to abide by my wishes. I can only offer guidance and support as an instructor and mentor. It is my advice that students review their coursework daily. The SAM Center suggests that students read their text assignments at least three times: once before class, a second time following class, and again before examinations. I totally agree. Let me encourage students to take detailed lecture notes. Students should not only audio-record the classroom lectures; they should also transcribe these recordings. Daily studying will enhance your chances at succeeding this semester. In fact, put together a comprehensive study schedule. This schedule should read as a detailed, actual diary of your goals, comings and goings, and study dates. Check off those accomplishments that have been attained. Actually, this suggestion could serve as a model for a more detailed life diary. One could, e.g., take a tally of their daily spending and earnings, along with their work schedules, study dates, appointments, etc. This recommendation is designed to enhance your commitment to scholarly and lifestyle learning. Furthermore, never begin preparing for an exam or assignment the right before the work is scheduled to be submitted to the instructor. Begin, as an alternative, all assignments sooner than later; review your notes and read materials over the course of the semester. If students develop this discipline early on, they will have a fruitful college career. Please sign up for the SAM Center's study skills series. For additional inquiries, contact the SAM Center via the internet at [http://www.shsu.edu/~sam\\_www/](http://www.shsu.edu/~sam_www/), toll free at 866-364-5211, from the Houston area at 281-657-6432, from the Huntsville area at 936-294-4444, or by facsimile at 936-294-1149.

### **EXAMINATIONS:**

Three regular multiple choice examinations will be given this semester during the scheduled class hour. Each question (fifty) is worth two points, totaling one hundred points for the entire exam. Only in cases of emergencies will make-ups be allowed for students, and only on the day of the final exam immediately following the final examination. It is therefore imperative that students take exams on the scheduled dates. The information on all tests will come from both the lectures/lecture outlines and assigned readings. Students will receive on Blackboard a complete study guide for the exams. Exams are worth 20 percent of the final grade. Examination Dates are as follows: **Exam One, February 13; Exam Two, March 5; and Exam Three, April 9.**

### **FINAL EXAMINATION:**

The final will comprise the same format as previous exams—fifty multiple-choice questions, each worth two points. The final examination will cover the last four or five chapters in *Created Equal*,

and, possibly, select *Eyes on the Prize* episodes. Remember that the exam date is subject to change depending on subsequent university changes to the exam schedule at the end of the semester. Make-ups will be allowed in extreme cases. The final examination is worth 20 percent of the final grade. The final exam will be given on the following date and time listed online on the Final Exam Schedule Page: Honors History, Section 20, **Monday, May 12, 11 a.m. to 1 p.m.**; History 164, Section 8, **Thursday, May 15, 2 p.m. to 4 p.m.**

### **ORAL HISTORY INTERVIEW**

Students must conduct an oral history interview with a family member, friend, church member, teacher, or employer on a particular aspect of recent/contemporary United States History, including immigration/ internal migrations, the Great Depression, World War II, the Korean War, Vietnam, modern Civil Rights Movement, the Women's Movement, the Gay/Lesbian/Bisexual/Transgender Social Movement, the Chicano Movement, the Gulf Wars, 9/11, and Hurricane Katrina/Rita Ordeals. Students must use either an audio, video, or digital recorder, along with the suggested interview questions at the end of this syllabus. If the suggested interview questions for your topic are not listed on Blackboard, see the instructor at a later date to formulate alternative questions (if necessary). While students are encouraged to develop their own questions, they are strongly encouraged to seek out their instructor for guidance and suggestions. The interview questions on Blackboard only serve as a guide. Students are also expected to turn in all recordings of the interviews. For those students conducting telephone or email/chat interviews, please submit detailed transcripts and notes of all conversations. Please inquire about specific ideas for interview assignments, i.e., the Black modern-day Civil Rights Movement versus the Women's Movement. Students are responsible for finding potential interview candidates; in the event that students cannot find interviewees, the instructor will recommend potential interview subjects. Because a research paper is not required this semester, students are asked to submit a typed-written, double-spaced, two-to-four-page synopsis of their interviews. Essays must consist of the following: (1) an opening paragraph stating the thesis of the work, (2) subsequent paragraphs either describing the interview in detail or detailing pertinent aspects of the assignment, (3) and a concluding paragraph assessing the interview. Please heed to this warning: the paper cannot include transcriptions of the interview, i.e., "When asked about the Battle of the Bulge, the respondent stated, 'We went to the target area on May 7, 1945...We saw the target and immediately fired seventeen rounds into the enemy soldier.'" This is unacceptable. This is a writing assignment that requires ingenuity, innovation, and writing skills. A transcribed or partially-transcribed assessment of the interview, while important, is no substitution for analytical interpretation. Now I do encourage students to include quotations from the interview; just remember that the quotes cannot substitute for the analysis that this assignment requires. No exceptions! Once more, students are expected to submit audio cassettes, video recorders, or digital-format versions of the interviews along with final essays. Interview transcriptions are only allowed for telephone interviews and those individuals who refuse to engage in recorded conversations. Students are eligible to earn one hundred points on this assignment, which is 20 percent of the final grade. **This assignment is due on Wednesday, May 7**, the last class date for the semester.

### **BONUS CREDIT:**

In addition to the above assignments, students are expected to earn bonus points at the end of the semester. The bonus credit assignments vary and will be generally worth one to twenty-five points depending on each suggested project and will be added to the final examination grade. This assignment is twofold: it is designed to peak students' curiosity and interest in United States history

and at the same time boost individuals' cumulative points for the semester. Students can earn points in a variety of ways—by completing the Sam Houston State University Academic and Mentoring Center (SAM Center) Study Skills Series; touring museums; journaling; writing synopses on historical documentaries, historic films, interpreting election and polling results for this year's presidential primaries/caucuses, and television specials; doing community service projects; and participating in other interesting projects pertaining to history. **Students will earn a total of twenty-five bonus points for the entire semester. Again, all bonus-point assignments are due at the end of the semester on the day of the final examination. Please see the following assignments and bonus-point totals:**

SAM Mentoring Center Study Skills Session (all six sessions)	10 Points Total
Community Service and Volunteering (40 hrs. monthly; 3-5 pp summary)	05 Points Total
Volunteering at the Huntsville Head Start Center (40 hrs. monthly & sum.)	05 Points Total
Journaling of Daily Activities at home, work & school (1 typed page each)	05 Points Total
Museum Tours (Three; Typed synopsis on each, 1-2 pages)	05 Points Total
Cross-Cultural Exchanges (One; Typed synopsis on each, 2-3 pages)	05 (max) Points Total
Analyses of historical docudramas (1-2 page synopses, one point each)	05 (max) Points Total
Analyses of political debates (1-2 page synopses, one point each)	05 (max) Points Total
Random Trivia on Classroom Lectures and Discussions (one point each)	05 (max) Points Total
Election and Polling Results for Presidential Primaries/Caucuses	05 (max) Points
Sam Houston Folk Festival (May 2-4)	25 (max) Points

### FINAL GRADE

Students can earn a total number of five hundred points this semester:

First Working Bibliography	(No Grade)—January 30
Second Working Bibliography	(No Grade)—February 18
Examination One	100 Points –February 13
Examination Two	100 Points –March 7
Examination Three	100 Points –April 9
Annotated Bibliography	100 Points—February 27 and 29
Oral History Interview	100 Points –May 7
Final Examination	100 Points–May 12 and 15

### GRADING SCALE:

The grading scale applies to all exams:

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

**Writing Rubric for Students**  
**Content, Organization, Conventions, and Voice**  
**Five-Star and Four-Star Rating System for Exemplary to Proficient Writing: 100-87 Points (A and B+ Papers)**

<b>Content and Content Items</b>
The content material has a relevant purpose, is clearly written, appropriately speaks to topic at hand, and enriches the intellect of the reader.
<ul style="list-style-type: none"><li>● The main ideal or thesis statement is explicitly explained or clearly defined in the body of the paper</li><li>● Relevant and logical details explain the main objective or thesis statement of the work</li><li>● The author has a keen knowledge of the subject matter and utilizes appropriate and available source materials (secondary and primary sources) that substantiate her/his argument</li><li>● The author consistently makes reference to the appropriate source materials being utilized in the paper at hand</li><li>● The author through his/her work communicates well with the reader</li></ul>

<b>Organization and Structure of Paper</b>
The central idea or theme is highlighted in the work. Equally important, the sequence, structure, and presentation of work are dramatic and moving throughout the text.
<ul style="list-style-type: none"><li>● The original piece of work includes a well-explained thesis statement, subsequent body of relevant details that are given in the paper, and a strong a conclusion or summary reinforcing the stated thesis and pushing the reader to consider future issues of relevancy</li><li>● The topic at hand is the obvious subject of the paper</li><li>● The plan of action established in the thesis is the central focus of the paper</li><li>● The organization of work highlights the thesis</li><li>● An appropriate sequence, structure, and presentation compels the reader to go further</li><li>● Transitions accurately take the reader from one juncture to the next</li><li>● The thesis is reinforced over and over again</li></ul>

<b>Writing Conventions</b>
The author demonstrates a firm control of standard writing conventions; errors are few at best.
<ul style="list-style-type: none"><li>● The author demonstrates a competency of writing standards, e.g., style, mechanics, and grammar</li><li>● Paragraph transitions and separations give validity to a well-organized original piece of writing</li><li>● Appropriate grammar</li><li>● Appropriate punctuation</li><li>● Correct spelling</li><li>● Complex and long writing styles do not detract from the readiness of ideas and thesis, but rather enhance argument</li></ul>

<b>Writing Voice</b>
The writer passionately speaks directly and convincingly to the reader in an engaging, provocative, and individualized manner; the writing is enduring, concise, and representative of an author who is



closely linked to his/her audience.

- The writer speaks with command, boldness, and confidence
- The writer speaks directly to the audience
- The passive voice of writing is rarely visible
- The writing comes across as original and engaging
- The writer's passion and commitment to the subject matter at hand is evident
- The writer does not use the voice of others without giving credit to that individual/group
- The writer's tone is appropriate for the subject, audience, and objective
- Word choices and figurative speech convey the ideas and personality of the author

**(B and C Papers, 86-70 Points)**

**Content and Content Items**

Although the work is clearly focused, the paper's development is often limited or vague; at the same time, the work does not always address the major issues associated with the thesis statement.

- The author identifies the thesis statement
- The author identifies the relevant issues associated with the paper's thesis, but often has difficulty drawing parallels and moving from the thesis statement to detailed information enhancing the thesis argument
- Often the author's writing suggests a sense of vagueness or uncertainty about the topic at hand
- While logic and clarity linking the main idea to the body of the paper is obvious throughout the work, sometimes the author needs to present more information to explicitly explain certain important points relating to the main idea of the work
- Sometimes the author acknowledges source materials throughout the paper

**Organization and Structure of Paper**

The organization and structure of work is sufficient enough to facilitate the reader's smooth comprehension of material without confusion

- Material are usually arranged within paragraphs for appropriate sequence
- The writing, for the most part, begins with an effective introduction, body, and conclusion
- Transitions are appropriate and connect sentences within paragraphs and paragraphs with paragraphs

**Writing Conventions**

The writer shows some basic knowledge and understanding of typical writing conventions, but occasional errors are serious enough to distract the reader.

- While paragraph divisions are attempted, they fail to avoid errors in beginning, ending, and maintaining paragraph structure
- Grammar and grammar usage are not serious enough to diminish the relevancy of work, but nevertheless present
- Terminal punctuation is for the most part correct, but internal punctuation may often be missing (commas, apostrophes, colons, dashes, and semicolons)
- For the most part, the spelling of common words is correct
- Complex and long writing shows a knowledge for sentence variety (conventions)

● Only moderate revisions would be needed to edit for publication

#### Writing Voice

Although sincerely interesting, the writing often seems less than inspiring and compelling

- The author's tone could be altered to better suit the audience and topic
- Figurative language and words are inspiring at times, but often too vague or boring
- Only routinely does the text capture the imagination and attention of the reader

### Two-Star and One-Star Rating System for Poor or Below Satisfactory Writing: 69 Pts- (D and F Papers)

#### Content and Content Items

The topic at hand is not defined, nor is the paper's purpose explicitly stated.

- The main idea is not stated
- Information pertaining to the topic at hand is unclear, vague, and confusing
- Capturing and maintaining the reader's attention is not an objective of the author
- Pertinent information throughout the paper is sketchy, irrelevant, or missing altogether
- Sources are not used or rarely acknowledged

#### Organization and Structure of Paper

The writing lacks logic, direction, and presents materials in a haphazard manner

- The arrangement of material is illogical
- The paper lacks a clear thesis/introduction, body, and summary
- Transitions linking sentences together, paragraphs, and sections, and ideas are missing

#### Writing Conventions

Continuous errors in spelling, punctuation, grammar and usage, capitalization, and/or paragraphing take away from the paper's substance

- Errors in paragraph divisions are constant
- Errors in grammar usage and grammar are continuous
- Punctuation is missing
- Spelling errors are normal even in common words
- Writing style lacks diversity and range
- Extensive editing is needed to prepare work for publication of any kind

#### Writing Voice

The writer is absent in the work at hand and distanced from the reader; the writing is thus devoid of life and substance.

- The tone is incorrect or inappropriate for the topic, work, and reading audience
- The vocabulary and figurative language rarely convey the author's character or personality
- The writing fails to captivate the reader or hold the attention of the reader

### Course Calendar

History 164, Section 8; and Honors History 164, Section 20 —United States History since the Civil War, Spring Semester 2008  
Sam Houston State University  
Bernadette Pruitt, Ph.D.

January 16	<b>HAPPY NEW YEAR AND WELCOME BACK!</b> Introduction to the Course/Explanation of the Syllabus
January 18-Feb 13	<b><u>PART ONE: THE EMERGENCE OF RECENT AMERICA, 1877-1920</u></b> <b>LECTURE TOPICS: RECONSTRUCTION, WESTWARD EXPANSION, BIG BUSINESS, RESISTANCE &amp; REFORM, AND POPULISM</b> <i>Created Equal</i> , Ch. 15-18 <i>Out of This Furnace</i> , Part One, "Kracha" General Topics of Interest: Reconstruction, 1863-1877 Birth of Modern Women's Rights The West & the First Americans, 1865-1877 Workers in the West, 1865-1877 Second Industrial Revolution, 1865-1920 The Emerging Labor Movement Rise of Cities Immigration Origins of Jim Crow, 1877-1900s Exploitation of Latinos in the West and Southwest Chinese Lawsuits in the West Farmers Unite in Resistance Women Reformers on the Scene "The Disappearance of the Frontier" Gilded Age Presidents Gilded Age Politics Social Darwinism and Race Gilded Age Reform Class Warfare The Populist Revolt
January 18	Reconstruction, 1863-1880 <i>Created Equal</i> , Ch. 15
January 21	<b>NO CLASS: Have a Safe and Happy MLK Day Holiday</b>
January 23-25	Reconstruction Westward Expansion <i>Created Equal</i> , Ch. 15
January 28	Research Day or Guest Lecture(s) (Honors History Students)

January 30-Feb 1	Reconstruction Westward Expansion Second industrial Revolution <i>Created Equal</i> , Ch. 15-16
<i>January 30</i>	<b>Submission of First Working Bibliography (Honors Students Only) and Bibl/Oral History Interview Topic(s)</b>
February 4-8	Second Industrial Revolution Workers Organizations Urbanization Birth of Consumer Culture Reform and Resistance in the Latter Nineteenth Century American Imperialism: Spanish-American War <i>Created Equal</i> , Ch. 16-18
<i>February 13</i>	<b>Examination One</b> <i>Created Equal</i> Chapters 15-18 <i>Out of This Furnace</i> , Book One, "Kracha" <u>Exam Topics</u> Reconstruction Westward Expansion Industrial Revolution Labor Urbanization Reform and Resistance American Imperialism
February 15	No Class: Research Day (Honors History Students)
<i>February 18</i>	Second Working Bibliographies are Due (Honors Students Only)
February 18-March 5	<b><u>PART ONE: THE EMERGENCE OF RECENT AMERICA, 1877-1920</u></b> <b>LECTURE TOPICS: IMPERIALISM, IMMIGRATION, JIM CROW, PROGRESSIVISM, AND WORLD WAR ONE</b> <i>Created Equal</i> , Ch. 16-20 <i>Out of This Furnace</i> , Parts Two and Three, "Mike Dobrejcek" and "Mary" <b>General Topics of Interest:</b> Challenges to Governmental and Corporate Change American Imperialism Immigrants and Immigration Jim Crow's Reach The Progressive Impulse Progressive Politics Origins of World War I The United States and World War I

- February 27 and 29*      Annotated Bibliographies are due
- March 5*                      Examination Two: Midterm Examination  
*Created Equal* Chapters 16-20  
*Out of This Furnace*, Parts Two and Three, "Mike Dobrejczak" and  
"Mary"  
Exam Topics  
Imperialism  
Immigration  
Origins of Jim Crow  
Progressivism  
Origins of World War I  
The United States and World War I
- March 7*                      *No Class:* Research Day (Honors History Students)
- March 10-14*                **NO CLASS: Have a Blessed Spring Break**  
Read *Created Equal*, Ch. 21-22 and *Out of This Furnace*: "Dobie"  
Please complete Oral History Interviews!

**PART TWO: MODERN AMERICA AND THE NEW WORLD ORDER SINCE 1920**

- Mar. 17-April 9              **LECTURE TOPICS: *CREATED EQUAL*, 21-25;**  
*Out of This Furnace*: Part Four, "Dobie"  
**General Topics of Interest:**  
The 1920s and Modern America  
The Great Depression and the New Deal  
Origins of World War II  
America and World War II  
Origins of the Cold War  
Korean War Conflict  
The Cold War Intensifies: The Eisenhower Years  
The Modern Civil Rights Movement
- March 21*                      **NO CLASS (GOOD FRIDAY): HAVE A BLESSED EASTER BREAK**  
**Good Time to Complete Oral History Projects!**
- April 9*                        Examination Three  
*Created Equal* Chapters 21-25  
*Out of This Furnace*, Part Four, "Dobie"  
Exam Topics  
Great Depression and New Deal  
Origins of World War II  
America and World War II  
Origins of the Cold War  
Korean War Conflict  
The Eisenhower Years and the Expansion of the Cold War  
The Birth of the Modern Civil Rights Movement

April 11

No Class: Research Day (Honors History Students)

April 14-May 7

**PART TWO: MODERN AMERICA AND THE NEW WORLD ORDER**

**LECTURE TOPICS: *CREATED EQUAL*, 25-30**

Origins of the Cold War in the United States and Europe

Korean War Conflict

The Cold War Expands Its Global Reach:

Asia

Africa

Latin America

The Caribbean

The Vietnam Quagmire

The Second Reconstruction: The Modern-Day Civil Rights Move.

Détente

Watergate

The United States Survives Watergate and Deindustrialization: The 1970s

The Reagan Revolution and the End of the Cold War

The Rise of the New Right

Elder Bush and the First War in Iraq

The Clinton Years

The AIDS Epidemic

The New War on Poverty

The 2000 Election

President Bush and the Roots of 9/11

The Second War in Iraq

Global Transformations: The European Union and Southeast Asia

Hurricane Katrina

The Healthcare Crisis

Contemporary Challenges for the United States

Contemporary Immigration Portraits

May 7

Last Day of Class

Annotated Bibliographies are due

May 11 and 15

Final Examinations

Monday, May 12, 11 a.m. to 1 p.m., Section 20,

Thursday, May 15, 2 p.m. to 4 p.m., Section 8

*Created Equal* Chapters 26-30

*Eyes on the Prize* documentaries (Perhaps)

Exam Topics

The Spread of the Cold War

Civil Rights

Vietnam

Détente

Watergate

Deindustrialization

The Ford and Carter Years  
End of the Cold War  
The Rise of the Middle East  
Reaganomics and Neo-Conservatism  
President George Herbert W. Bush and the First Gulf War  
The Clinton Presidency  
The Presidency of George W. Bush  
Roots of 9/11  
The Second Gulf War and the War of Terrorism  
A New Phase of Deindustrialization: Outsourcing  
Hurricane Katrina

BE ADVISED THAT CHEATING AND PLAGIARISM CAN RESULT IN AN AUTOMATIC "F" FOR THE COURSE. THIS GOES FOR ALL ASSIGNMENTS AND TESTS. PLEASE REMEMBER DUE DATES FOR ALL ASSIGNMENTS AND TESTS. PLEASE DO NOT LOSE THIS SYLLABUS AND COURSE CALENDAR. THESE WILL BE YOUR LIFELINE FOR THE COURSE THIS SEMESTER. I HOPE THAT YOU WILL HAVE A GREAT TIME IN THIS CLASS.