

### Course Description and Objectives:

This course covers the period of time from the end of the Civil War through the Second World War. Topics to be discussed include Reconstruction; immigration; labor and reform movements; expansion of the nation into the American West; conflict with Native American tribes and the development of Indian reservations; American imperialism and colonialism; segregation and African-American activism and culture; the Progressive Era and First World War; 1920s cultural, political and literary history; the Great Depression; and the Second World War abroad and on the homefront. The course will also cover relevant aspects of the US and Massachusetts state constitutions, in accordance with MA General Laws, Chapter 73, Section 2A<sup>1</sup> and fulfills the college's "Constitutions" requirement.

In this course you will learn information about the past, but more importantly, you will learn about the craft of doing history. This is more of a history "lab" course than a lecture course. You will become familiar with multimedia and digital resources for historical research, as well as more traditional archival and print resources in the library. You will hone your writing and critical thinking skills. You should expect to be actively involved in your own learning and will begin the process of contributing to the field as budding historians.

### Required Text:

Eric Foner, *Give Me Liberty! Volume 2* (Seagull edition Norton paperback - ISBN-13: 978-0393932560)

**Note:** This text is also available as an e-book (online or download) for \$32.50 – preview it or purchase directly from Bedford at <http://www.nortonebooks.com/>

I will post any additional readings on the course Blackboard page as PDFs, or they'll be online in the public domain. You may need (free) Adobe Reader or FoxIt Reader to open them.

### Course Requirements:

This course involves reading, writing, research and group discussion. You will be expected to read 20-30 pages a week (sometimes more), and to write approximately 20 pages over the course of the term. You will need to put in consistent effort during the whole semester. You'll need to have (or learn) basic library and online research skills. You'll need to speak up in class and demonstrate active learning, not passive absorption. **Learning is not a spectator sport.** To take advantage of multiple learning styles, and to help create a community of learning in this classroom, I will assess your learning in several different ways.

- **Attendance and participation** in class – I take attendance in each class. You should be on time and ready for discussion each day. I expect class discussion will be lively, respectful, and substantive, and that you will have done that day's assigned reading before class. There's no such thing as an "excused" absence – you're either in class, or you're not.
- **Quizzes** – On most days, there will be a brief assessment or quiz at the beginning of class. These are based entirely on the assigned section of the Foner textbook. The dates of the quizzes are not listed on the syllabus. If you are present in class, you take the quiz. No makeups on quizzes.

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<sup>1</sup> MA General Laws, Chapter 73, Section 2A.

"In all state colleges the constitutions of the United States and of the commonwealth shall be taught as required subjects for the purpose of fitting the students, morally and intellectually, for the duties of citizenship and of school teaching."

- **Exams** – we will have 3 closed-book tests. The last test will take place during the final exam period but will be the equivalent of the other two exams. Your lowest score is dropped; there are no makeup exams.

You'll note that fully half of your grade involves showing up prepared in class, completing frequent assessments on your understanding of the course reading, and taking at least 2 of the 3 exams. The other half of your grade is based on original written work and research.

- **“Mini-Labs”** (at least 2 pages, double-spaced) – there will be 5 of these, as listed in the syllabus. Each one asks you to consider a different kind of historical source, or explore a different approach to historical interpretation. These small “labs” are a way for you to experiment with new formats or sources and to give you hands-on experience with doing what historians do. For your grade I will take the best 4 out of these 5. There are NO makeups or late work accepted on the Mini-Labs.
- **Projects** – you will do two additional projects of your own work. Each is a substantial project that involves planning ahead, research and independent work which will contribute to the field of history. For one project, you add one item of new content to the “Digital Worcester” online archive (<http://www.digitalworchester.org>) by scanning and analyzing material in the college’s Archive, or by taking your own photographs of a historical building or monument in Worcester and researching its history. **Due on 3/11, with a progress report due 3/4.** The other project will be a research essay 5 double-spaced pages long, **due on 4/1**, based on a defined set of primary sources.

Your grade will be determined this way:

Attendance and Participation	10%	Silent attendance will not earn full credit
Quizzes	20%	Unscheduled, in-class, based on assigned reading
Exams (best 2 of 3)	20%	Exam dates: 3/2, 4/15, and 5/11
Mini-Labs (best 4 of 5)	20%	Due dates: 1/21, 1/28, 2/18, 4/22, 5/4
Digital Project	15%	Due 3/11 (progress report due 3/4)
Research Essay	15%	Due 4/1 (draft due for peer review 3/25)
	100%	

**Important:** I drop your lowest exam and Mini-Lab grades. For that reason, there are **no makeup exams or quizzes**, and **no makeups on missed Mini-Labs**.

**All of the course information and material is available online in TWO places:** on Blackboard, and on a public course blog. That way, if Blackboard is down, our work goes on. You can bookmark the blog’s url (<http://www.tonahangen.com/wsc/hi112>), subscribe to its RSS feed, or add its Google calendar to your own to keep track of due dates.

**The Fine Print:**

**Regarding plagiarism:** On papers and exams, doing your own work is absolutely essential. In ALL papers, you *must* cite the sources of any information, quotations or ideas which are not your own work using standard citation styles (Chicago Style or MLA). Let me be very clear. You cannot clip and paste text from the internet into your papers and pass it off as your own writing. You cannot turn in a paper someone else has written or that you have bought online. Plagiarized work or exam cheating will automatically get a zero on the assignment and may cause you to fail the class, at my discretion. **I take such violations very seriously.** Please familiarize yourself with and follow the college policy on Academic Honesty in the Student Handbook.

- My in-class technology policy: we will be busy in every class session, and we don’t need any technological distractions. Silence your cell phones before you enter the classroom. If you choose to bring a laptop to class, I expect that you will be using it **only** for taking notes or accessing the course’s relevant electronic documents to refer to during discussion. Do not use your laptop in class to surf the internet, check your email, update your Myspace page, or the like.

- If you have a documented disability (learning or otherwise), and you need a reasonable accommodation made for you in this course, please consult with me immediately at the outset of the course so we can design a solution that will help you be successful in the class.

## Syllabus

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For each week, you will have a main reading assignment, usually one chapter of Foner's *Give Me Liberty!* We will read Chapters 15-22 in this term. Since we only meet twice a week, **you need to keep up with the reading on your own; we cannot cover everything in class.**

You may also have primary source documents, usually located on Norton's history StudySpace page, [www.wwnorton.com/college/history/foner2/](http://www.wwnorton.com/college/history/foner2/) but also sometimes as PDF files or in reliable online archives or websites linked to the course blog/Blackboard page.

**Big hint:** You should make use of the study aids on the Norton site (they are free!), including interactive maps, multiple choice or true/false quizzes, and flashcards, to supplement your learning and prepare for quizzes and exams.

#	Week Of...	Date	Assignments
1	<b>The Lure of Old Stuff</b>	Tues 1/19	Reading: none assigned; Mini-Lab #1 handed out in class (also posted online)
2		Thurs 1/21	Homework: explore <a href="http://chicagohistory.org/wetwithblood/">http://chicagohistory.org/wetwithblood/</a> using the worksheet, and then use its questions to write a mini-lab report. <b>Mini-Lab #1 is due in class (Digital History)</b>
3	<b>Deconstructing Reconstruction</b>	Tues 1/26	Reading: Foner, <i>Give Me Liberty</i> (GML) Ch 15 (520-544) "The Meaning of Freedom" and "The Making of Radical Reconstruction"
4		Thurs 1/28	Unreconstruction Reading: GML 15 (544-555) "Radical Reconstruction in the South" and "The Overthrow of Reconstruction" <b>Mini-Lab #2 is due in class (Objects)</b>
5	<b>A Core Document</b>	Tues 2/2	Reading: Primary Source (PS) documents on Norton StudySpace from Ch 15 = Amendments 13, 14 and 15; Sherman's Field Order 15 (1865); Johnson's Veto Message; Civil Rights Bill
6		Thurs 2/4	Interpretation Matters Reading: PS = tba, document from the Colfax Massacre [PDF]
7	<b>Peopling the Past</b>	Tues 2/9	Reading: GML 16 (556-568) "The Second Industrial Revolution" and PS = <i>Sunshine and Shadow in New York</i> ; City Slave Girls; Riis, <i>How the Other Half Lives</i> excerpt
8		Thurs 2/11	Reading: GML 16 (568-579) "The Transformation of the West"
9	<b>When Sources Disagree</b>	Tues 2/16	Reading: GML 16 (579-596) "Politics in a Gilded Age" and "Freedom in the Gilded Age" and "Labor in the Republic"
10		Thurs 2/18	Reading: GML 17 (597-608) "The Populist Challenge" <b>Mini-Lab #3 is due in class (Newspapers)</b>
11	<b>On the Wrong Side of History</b>	Tues 2/23	Segregation and Racism Reading: GML 17 (608-616) "The Segregated South"
12		Thurs 2/25	Nativism and Imperialism Reading: GML 17 (617-636) "Redrawing the Boundaries" and "Becoming a World Power"
13		Tues 3/2	<b>Exam #1</b> (Ch 15-17)

#	Week of...	Date	Topic
14	<b>Make History</b>	Thurs 3/4	Reading: GML 18 (637-661) "Urban Age and Consumer Society" and "Varieties of Progressivism" <b>Digital Project – project progress is due, or visit the Archive</b>
15		Tues 3/9	Reading: GML 18 (661-677) "The Politics of Progressivism" and "Progressive Presidents"
16		Thurs 3/11	Reading: GML 19 (678-689) "An Era of Intervention" and "America and the Great War" <b>Digital Project Due in class</b>
<b>Spring Break</b>			
17	<b>Document Interpretation Skills</b>	Tues 3/23	Reading: GML 19 (690-700) "The War at Home"
18		Thurs 3/25	Reading: GML 19 (700-718) "Who is an American?" and "1919" <b>Draft of Research Paper is due for Peer Review</b>
19	<b>Selective Memory</b>	Tues 3/30	Women Get the Vote, and Other Constitution-quakes Reading: Kobach + PS = tba, from LOC "Votes for Women"
20		Thurs 4/1	Suffragists on Film - <b>Research Paper Due in class</b> No reading
21	<b>The Past is a Foreign Country</b>	Tues 4/6	Reading: GML 20 (719-735) "The Business of America" and "Business and Government"
22		Thurs 4/8	Reading: GML 20 (735-748) "The Birth of Civil Liberties" and "The Culture Wars"
23	<b>What's in a Name?</b>	Tues 4/13	Reading: GML 20 (748-755) "the Great Depression"
24		Thurs 4/15	<b>Exam #2 (Ch 18-20)</b>
25	<b>Going Beyond Texts</b>	Tues 4/20	Reading: GML 21 (756-775) "The First New Deal," "The Grassroots Revolt" and "The Second New Deal"
26		Thurs 4/22	Reading: GML 21 (776-795) "A Reckoning with Liberty," "The Limits of Change" and "A New Conception of America" <b>Mini-Lab #4 is due in class (Listening In)</b>
27	<b>History CSI</b>	Tues 4/27	Reading: GML 22 (796-807) "Fighting World War II"
28		Thurs 4/29	The Home Front(s) Reading: GML 22 (807-815) "The Home Front" and (818-832) "The American Dilemma"
29		Tues 5/4	Reading: GML 22 (815-818) "Visions of Postwar Freedom" and (832-837) "The End of the War" <b>Mini-Lab #5 is due in class (Oral History)</b>
	<b>12:30 pm</b>	Tues 5/11	<b>Exam #3 (Ch 21-22)</b>

1/12/2010