

Course Description and Objectives:

In this course, we explore the history of the United States since end of the Civil War and Reconstruction. You will learn about broad themes in the history of modern America, including immigration, race and ethnicity, social and political reform, mobility and population growth, contested meanings of freedom, industrialization, cycles of prosperity and recession, popular culture, modernity, and rights movements. You will also develop ways of thinking historically through critical analysis of primary and secondary sources; setting events, documents and people in their historical contexts; and crafting interpretations and historical narratives from the “raw material” of the past. In this course, you should expect to do much more than memorize facts or dates – you will be busy actively *doing* history, not passively learning about history. The course will also cover relevant aspects of the US and Massachusetts state constitutions, in accordance with MA General Laws, Chapter 73, Section 2A¹ and fulfills the college’s “Constitutions” requirement.

Required Texts:

George Brown Tindall and David Emory Shi, *America: A Narrative History* 8th edition (WW Norton), ISBN: 978-0393934076

David Emory Shi and Holly Mayer, *For the Record: A Documentary History of America: From Reconstruction through Contemporary Times* 4th edition (WW Norton), ISBN: 978-0393934045

Course Requirements:

This course involves reading, writing, and group discussion. It is fast-paced; you will need to absorb at least one textbook chapter each week, plus additional readings or documents, and will write the equivalent of 30 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 Daily Work 20%** – 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. Daily Work includes pop quizzes, discussion questions, and class participation. These cannot be made up, since they depend on being present in class.

¹ 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 30%** – we will have 4 closed-book tests. The last test will take place during the final exam period but will be the equivalent of the other three exams (not a cumulative final). 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, participating intelligently, and taking at least 3 of the 4 exams. The other half of your grade is based on original written work and research.

- **Document Responses – 30%** (2 double-spaced pages) – You can turn in one of these each week on Fridays. They are short papers analyzing, responding to, or connecting a document from *For the Record* with our textbook or to a larger issue/theme/current event in American history. These are not opinion pieces, but rather brief works of historical analysis considering primary sources as the “raw material” of history. You can skip one week, since there are 11 possible Fridays. They should be thoroughly proofread for correct grammar and spelling, and should contain a correct footnote to the original document. They need to be turned in **DURING CLASS** or uploaded to Digital Dropbox **BEFORE CLASSTIME** on Friday. There are **NO** makeups or late work accepted on these short papers.
- **Projects 20%** – you will do two projects of your own original work, each of which involves planning ahead, research, and well-crafted, historically informed writing. For the first project you'll compare two documents in the *For the Record* reader, and then write a paper that develops an evidence-based historical argument. For the second project, you'll use and then improve a student-made packet of sources for studying a more recent event in American history. **Each of these projects is worth 10% of your final grade.**

Your grade will be determined this way:

Attendance & Daily Work	20%	Silent attendance does not earn full credit. Sleeping/texting in class definitely does not earn full credit. Daily Work may include pop quizzes, discussion questions, and class participation. These cannot be made up, since they depend on being present in class.
Exams (best 3 of 4)	30%	Exam dates: 9/27, 10/15, 11/22, 12/15
Document Responses (10)	30%	You can turn in ONE each week on Friday. You need a total of 10 by the end of the term.
Primary Source Project	10%	An analysis and comparison of two documents from <i>For the Record</i>
History Now Project	10%	A paper/project focused on an event in recent US History (since 1980)
	100%	

All of the course information and material is available online in TWO places: on Blackboard, and on a public blog. That way, if Blackboard is down, our work goes on. You should bookmark the blog's url (<http://www.tonahangen.com/wsc/us2>), 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 material to refer to during discussion. Do not use your laptop in class to surf the internet, check your email, update your Facebook status, 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.
- **Turning in papers:** ideally, all work should be handed in, printed on paper, in class on the day it is due. Next best is to upload your document to Digital Dropbox, well before the assigned due date/time. A distant third best is to attach it to an email to me, but if you email work, please make sure that the body of your email includes your full name and the class you are in, and that your emailed document also has **your name and the assignment's name** in its title (such as SarahJohnson.DR5). Document Response papers cannot be handed in late or uploaded/emailed after class begins on their due date. Printing or computer problems are never an excuse for not having a paper submitted on time. To avoid losing work, I recommend that you not keep your papers on only one computer or flash drive, and email your papers to yourself frequently so that you can access them from another computer in a pinch.

Syllabus

For each class, you will have a reading assignment, usually a chapter of our history textbook. **You need to keep up with the textbook reading on your own; we cannot cover everything in class.** I consider the textbook to be "background reading" – in other words, read it before class, and if it covers new or unfamiliar history for you, then re-read and study it more carefully on your own time. Pop quiz and exam questions are based on the textbook readings, and our class discussions will assume that reading has been done prior to class. Unless I specify otherwise, you don't need to bring *America: A Narrative History* to class with you each time.

Each week we will also read and analyze primary source documents in the documentary reader, and we may have additional readings occasionally posted as PDF files or linked to the course blog/Blackboard page. **You should bring the reader, *For the Record*, to class with you to use during discussion.**

#	Date	Topic	What to Read	Due Dates
1	Fri 9/3	What is History?	No reading	
	Mon 9/6	Labor Day Holiday, No Classes		
2	Wed 9/8	The End is the Beginning	Josh Levin, "How is America Going to End?" Slate.com 8/09 http://www.slate.com/id/2223851/	
3	Fri 9/10	The New South	ANH: Ch 19 up to p. 763 FTR 18-30, 87-89	DR.1
4	Mon 9/13	The New West	ANH: rest of Ch 19 FTR 31-43, 81-85	
5	Wed 9/15	Big Business, Big City	ANH: Ch 20 & 21 FTR 44-77	
6	Fri 9/17	Populism	ANH: Ch 22 FTR 91-103	DR.2
7	Mon 9/20	American Empire	ANH: Ch 23 FTR 104-121	
8	Wed 9/22	Progressivism	ANH: Ch 24 FTR: 122-132, 136-152	
9	Fri 9/24	Suffrage & the Constitution	FTR: 133-135	DR.3
10	Mon 9/27	Exam #1	Covers Ch 19-24	
11	Wed 9/29	World War I	ANH: Ch 25 FTR 164-178	
12	Fri 10/1	Americanism	ANH: Ch 26 FTR 17-192	DR.4
13	Mon 10/4	The Modern Temper	ANH: Ch 27 FTR 192-212	
14	Wed 10/6	Depression and New Deal	ANH: Ch 28 FTR 212-221	
15	Fri 10/8	The 1930s	ANH: Ch 28 FTR 221-232	DR.5
	Mon 10/11	Columbus Day Holiday, No Classes		
16	Wed 10/13	Discussion Day: Primary Source Project	*Make sure to bring FTR to class today	
17	Fri 10/15	Exam #2	Covers Ch 25-28	--no DR today!--
18	Mon 10/18	World War II	ANH: Ch 29 FTR 240-254	
19	Wed 10/20	Homefront America	ANH: Ch 30 FTR 254-268	Primary Source Project
20	Fri 10/22	Containment and the Cold War	ANH: Ch 31 FTR 269-287	DR.6
21	Mon 10/25	"Through the Picture Window"	ANH: Ch 32 FTR 288-291, 295-300	
22	Wed 10/27	Television and the 1950s	FTR 291-294	
23	Fri 10/29	We Like Ike	ANH: Ch 33 up to p. 1290 FTR 301-307, 314-316	DR.7
24	Mon 11/1	Integration and the Constitution	ANH: rest of Ch. 33 FTR 307-313	
25	Wed 11/3	The Kennedy Years	ANH: Ch 34 FTR 317-323	
26	Fri 11/5	The Great Society	No reading	DR.8
27	Mon 11/8	Civil Rights Movement I	FTR 323-327, 334-338	
28	Wed 11/10	Civil Rights Resistance	FTR 327-334, 344-346	
29	Fri 11/12	Civil Rights Movement II	FTR 338-343, 363-370	DR.9

#	Date	Topic	What to Read	Due Dates
30	Mon 11/15	Sixties Week: Vietnam	FTR 347-362	
31	Wed 11/17	Rebellion and Reaction	ANH: Ch 35 FTR 371-380	
32	Fri 11/19	Kent State and Watergate	FTR 381-385	DR.10
33	Mon 11/22	Exam #3	Covers Ch 29-35	
		Wed 11/24 – Fri 11/26	Thanksgiving Holiday, No Classes	
34	Mon 11/29	Conservative Insurgency	ANH: Ch 36 FTR 386-390	
35	Wed 12/1	America in the 1980s	FTR 390-399	
36	Fri 12/3	Post-Cold War	ANH: Ch 37 FTR 399-412	DR.11
37	Mon 12/6	Discussion Day: History Now	FTR 412-420	
38	Wed 12/8	Back to the Beginning		History Now Project
	Wed 12/15	Exam #4 8:30am	Covers Ch 36-37	

The “DR”

“DR” is a document response paper, due on Fridays. You turn in 10 throughout the semester, which means you can skip one week since there are 11 possible Friday due dates.

A Document Response is a short paper analyzing, responding to, or connecting a document from *For the Record* to our textbook, or to a larger issue/theme/current event in American history. Let me stress, these are **not opinion pieces**, but rather brief works of historical analysis considering **one primary source** as the “raw material” of history. As you do this weekly, you will develop stronger analytical and critical thinking skills, approach primary sources with greater confidence, and understand how historians use such sources to construct their interpretations of the past.

Criteria and grading:

A DR should be 2 full pages long (double-spaced), and thoroughly proofread for spelling and grammar. It should contain a correctly formatted footnote to the original document. You are allowed to write about more than one document, but the goal is to closely read and analyze ONE single document. Give your DR a catchy title (not “DR #5”). Do not include a title page or a separate Works Cited page – what you turn in should be 2 sheets of paper, no more and no less. Each DR is worth 3 percent of your final grade, for a total of 30%. I will grade them on a 1-2-3 scale.

3 = superior analysis and discussion, demonstrates critical thinking, with correct footnote(s), free of grammatical/spelling errors, has a catchy title.

2 = generally solid work, but might miss the mark in some way – such as failing to connect ideas, containing proofreading errors, not being full 2 pages long or lacking a title.

1 = sub-standard work, such as being only 1 page long, doesn’t analyze or connect the document, or contains historical inaccuracies demonstrating poor understanding of the document and its significance.

0 = missing, late, or does not fulfill the stated assignment requirements

Submission guidelines

Best = Hand in your DR during Friday's class, as a printed paper.

Acceptable = upload your DR to Digital Dropbox before class begins on Friday, including your name in the uploaded filename (like "Watson.DR8.ChaosInLittleRock")

Also acceptable = turn in your DR to me before Friday, for example in my office mailbox on Thursday or in class on Wednesday

My least favorite = sending your DR to me as an attachment to, or in the text of, an email

Not acceptable = anything else, like having printer trouble and not bringing it to class or not uploading it before class begins and then begging me to let you print it later that day and drop it in my mailbox.

Or forgetting to do them for several weeks and asking if you can turn in 3 on the same Friday. My answer to those will be: **there are no makeups or late work accepted on DRs.**

DR Document Suggestions

You may notice that in the syllabus I have divided up *For the Record* so that each class session has a hefty section of the book. Since that is probably more than you have time to absorb, I am choosing a few documents each week to highlight. Of course you can always write about any of FTR's documents in any week, but if you are looking for some recommendations, these would be mine –

DR.1 – A Sharecrop Contract (23-24), The Atlanta Compromise (27-29), Racism in the South (87-89)

DR.2 - Chief Joseph (35-37), The Frontier in American History (41-43), Should the Chinese Be Excluded? (83-85), Wealth (46-48), The Business of a Factory (56-58), Saloon Culture (69-72), The Absurd Effort to Make the World Over (72-75), Populist Party Platform (91-94), Cross of Gold Speech (99-103)

DR.3 – The March of the Flag (109-111), American Christianity in the Philippines (112-116), Roosevelt Corollary to Monroe Doctrine (120-121), Subjective Necessity for Social Settlements (126-129), Working Women and the Vote (133-135), Lynch Law in America (136-137), Niagara Movement Declaration of Principles (139-141)

DR.4 – League of Nations (174-176), Case Against the Reds (181-182), Need for Birth Control (183-186), Immigration Act of 1924 (190-192)

DR.5 – Great Black Migration (192-193), New York City Speech (208-210), Women on the Breadlines (212-214), FDR First Inaugural Address (219-221), 1936 Republican Party Platform (227-230)

DR.6 – Four Freedoms (244-245), Call to Negro America to March on Washington (254-256), *Korematsu v. United States* (259-263), Sources of Soviet Conduct (272-274), Truman Doctrine (275-278)

DR.7 – Up from the Potato Fields (289-291), *Feminine Mystique* (295-297), Eisenhower's Farewell Address (314-316)

DR.8 – *Brown v. Board of Education* (307-309), Southern Declaration on Integration (310-311), Situation in Little Rock (311-313), *The Other America* (321-323)

DR.9 – Letter from Birmingham Jail (323-327), Civil Rights Movement: Fraud, Sham and Hoax (327-330), Black Power (338-341), Feminism and the Civil Rights Movement (344-346)

DR.10 – North Vietnamese View of American Intervention (354-356), Vietnamizing the War (358-360), Port Huron Statement (373-377), Shooting at Kent State (382-385)

DR.11 – Evil Empire (390-393), The Cold War is Over (397-399), Contract With America (406-408), New Segregation (408-412)

