

History 202: United States History since 1865
Spring 2009

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Department of History
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This is a survey of the history of the United States from Reconstruction to the recent past. American social, economic and cultural influences are woven into the traditional political pattern. Emphasis is on the Gilded Age, the Progressive Era, and Modern America.

Schedule

Course		Days	Time	Place
History 202 01	U.S. History since 1865	MWF	10:30 to 11:20	P. 310
History 429	Computer and Archival Skills for Historians	MWF	11:30 - 12:20	P. 310
History 202 02	U.S. History since 1865	MWF	1:30 to 2:20	P. 308
Office Hours		MWF	9:30 to 10:15	Doyle 134

Communication:

Feel free to stop by my office or make an appointment. Also, questions and notifications can be sent to me via e-mail. I will do my best to answer e-mails, but I should say that during high stress times (such as during finals) I can find myself overwhelmed with e-mails. If I get several e-mails on the same topic I will probably address the topic in class rather than individually answering e-mails.

You should consult *both* WebCT and my faculty web page for handouts and important class information. Grades will be posted on WebCT. Handouts and assignments will be posted on WebCT and my web page.

Objectives:

I want you to develop the following skills and competencies:

- The ability to assess and think critically about historical issues and the interpretation of those issues;

- identify the thesis of a piece of historical writing and analyze how authors develop and support their thesis with evidence;
- recognize the difference between primary and secondary sources, and understand the uses and importance of each type;
- identify the value and validity of different kinds of source materials;
- some skills in analyzing historical data and reaching informed conclusions about those data.
- a basic factual knowledge of this historical period;
- The ability to write a paper that includes:
 - sound research;
 - a thesis that is based on evidence and argued throughout the paper;
 - proper citations;
 - summarizing other works;
 - clear and correct prose.
- The ability to orally communicate clearly and effectively as demonstrated by the ability to:
 - to participate clearly and thoughtfully during in class discussion.

Books:

John Hollitz, *Thinking Through the Past: A Critical Thinking Approach to History*. Third edition Houghton Mifflin.

Louis Brandeis, *Other People's Money and How Bankers Use it*. Bedford Books. ISBN: 0-312-10314-10314-x

Ronald Story and Bruce Laurie, *The Rise of Conservatism in America, 1945 – 2000*. Bedford Books. ISBN: 13: 978-0-312-45064-9 10: 312-45064-8

Eric Foner, *Give Me Liberty: An American History* Seagull Edition Volum 2 ISBN: 0-393-92784-9

Digital History on-line textbook

http://www.digitalhistory.uh.edu/database/hyper_titles.cfm

Examinations, Assignments, & Determining Grades:

Your grade will be determined on a 100 point scale using a 10 point scale (see below). **Due dates can be found in the weekly schedule section of the syllabus.**

Weight of Grades Assignments

Test on Story & Laurie, <i>Rise of Conservatism</i> (short answer,	20% (April 27)
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identification, & objective)	
Midterm Examination (essay & identification)	20% (Monday Feb. 16)
Quizzes & Reaction Papers on Hollitz readings (objective, fill in the blank)	10% (throughout semester)
Paper on Brandies, <i>Other People's Money</i>	20% (Due Friday March 8)
Final (Essay and objective)	30%

Grade Scale

93 - 100	A	73 - 77	C
90 - 92	A-	70 - 72	C-
88 - 89	B+	68 - 69	D+
83 - 87	B	63 - 67	D
80 - 82	B-	60 - 62	D-
78 - 79	C+	59 -	F

Make-up Policy:

You must complete every major assignment in this course; I will not pass you if you fail to complete the work. It is my discretion as to if and when other assignments can be made up.

Papers

Turning the Paper In:

Papers are to be turned in during the class time on the due date. A physical copy of the paper will be turned in to me in class and an electronic copy will be turned in using the assignment tool on WebCT. Once class has been dismissed the paper is considered late. A late paper will be docked 5 points (half a letter grade) for every day it is late. Papers arriving via e-mail or dropped off will be counted as being turned in based on the date/time imprint on the e-mail or when I find the paper if dropped off. It is the students' responsibility to ensure that I receive the paper. E-mailed papers should be set so that a receipt is requested. In the event that a student says a paper was e-mailed and I say that I did not receive it, I did not receive it.

Format:

Papers are to be typed, double spaced, and written in clear, correct prose. You should have one inch margins, pica or elite fonts (12 spaces per inch). On issues of style and grammar, please consult Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, Strunk and White, *The Elements of Style*, or the *Chicago Manual of Style*.

More on this and links to on-line versions of these style manuals can be found at the Departmental Writing Guide

(<http://web.sbu.edu/history/writingguideintro.html>). Before writing a paper you should consult with the paper guidelines found on my web page (<http://web.sbu.edu/history/ppayne/classes/paper%20guidelines.htm>).

Cheating:

If you are caught cheating you will receive at minimum a zero on the assignment with the possibility of further action including pursuing academic misconduct charges. What is cheating? Common sense will essentially answer this question for you, but cheating is any attempt to gain an unfair advantage in a class assignment. This can include, but is not limited to, copying, plagiarism, using another person's work as your own, and the use of prohibited materials while completing an assignment. For more on plagiarism see the History Department writing guide on the department web page <http://web.sbu.edu/history/writingguideintro.html>. I would also refer you to the SBU Student Handbook for more on cheating.

Suggestions to help you in the course:

- If you do not understand a course requirement or course material, please ask about it. I am here to help you learn and welcome opportunities to answer your questions.
- If you do not understand the grading of your examination, you should seek clarification. Please do this at the earliest opportunity. (In other words, don't wait until finals week to speak with me about your midterm.)
- I have prepared a web page on how to do well in a history course that can be found of my faculty page at http://web.sbu.edu/history/ppayne/study_skills.htm
- Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services Office, Doyle room 26, at 375-2065 as soon as possible to better ensure that such accommodations are implemented in a timely fashion.
- The Teaching and Learning Center, located in the basement of Doyle Hall, offers tutors for most classes, including this one. If you feel that you need extra work or help don't hesitate to contact them.

Weekly Schedule

A note on the readings: Friday discussions will be based on Hollitz chapters and other materials I provide for the class usually in the form of postings to the course blog, <http://history202payne.blogspot.com/>. The textbook readings should be considered supplementary to the lecture. Clearly, I cannot, nor should I, attempt to cover everything in lecture. I like to include materials in lecture

(images, documents, etc.) for discussion so I will be expecting you to read the Foner text and/or Digital History to augment lecture.

<p>Week 1: January 19 - 23 Reconstruction Readings:</p> <ul style="list-style-type: none"> • Digital History (DH), "Reconstruction" & "Along the Color Line" • Foner, chapter 15, "What is Freedom?": Reconstruction • Hollitz, chapter 1, "Historians and Textbooks: The 'Story' of Reconstruction."
<p>Week 2: January 26 - 30 The Gilded Age Readings:</p> <ul style="list-style-type: none"> • Hollitz, chapter 2, "Using Primary Sources: Industrialization and the Condition of Labor." • Foner, chapter 16, America's Gilded Age • DH, "Industrialization and the Working Class," "The Gilded Age" & "The Rise of Big Business"
<p>Week 3: February 2 - 6 The New South and the Populist Challenge Readings:</p> <ul style="list-style-type: none"> • Foner, chapter 17. Freedom's Boundaries, at Home and Abroad, 1890-1900 • Hollitz, chapter 3, "Evaluating Primary Sources: 'Saving' the Indians in the Late Nineteenth Century."
<p>Week 4: February 9 - 13 The Trans-Mississippi West & the Spanish-American War</p> <ul style="list-style-type: none"> • DH, "The United States becomes a World Power" & "The Political Crisis of the 1890s," & "Closing the Western Frontier" • Hollitz, chapter 4, "Evaluating a Historical Argument: American Manhood and Philippine Annexation"
<p>Week 5: February 16 - 20 Progressivism Test Monday February 16 Readings:</p> <ul style="list-style-type: none"> • Hollitz, chapter 5, "The Problem of Historical Motivation: The Bungalow as the 'Progressive' House" • DH, "The Struggle for Women's Suffrage," "The Progressive Era," & "The Twentieth Century," "The Huddled Masses," & "The Rise of the City," • Foner, chapter 18. The Progressive Era, 1900-1916
<p>Week 6: February 23 - 27 (I will be out of town to attend a conference Feb. 25)</p>

<p>- 28.) The First World War Readings: DH, "American at War: World War I" Foner, chapter 19. To Make the World Safe for Democracy: The United States and World War I, 1916-1920</p>
<p>Midterm Break: March 2 - 8</p>
<p>Week 7: March 9 - 13 The Twenties Monday: Discuss Brandeis Friday: Discuss Hollitz; Paper Due Friday, March 8 Readings:</p> <ul style="list-style-type: none"> • Hollitz, chapter 6, "Ideology and History: Closing the 'Golden Door'" • Louis Brandeis, <i>Other People's Money and How Bankers Use it</i> • DH, "The Jazz Age: The American 1920s" • Foner, 20. From Business Culture to Great Depression: The Twenties, 1920-1932
<p>Week 8: March 16 - 20 The Great Depression and the Origins of American involvement in World War II Readings:</p> <ul style="list-style-type: none"> • Hollitz, chapter 7, "History 'From the Top Down': Eleanor Roosevelt, First Lady" • DH, "1930s" • Foner, chapter 21. The New Deal, 1932-1940
<p>Week 9: March 23 - 27 World War II and The Origins of the Cold War Readings:</p> <ul style="list-style-type: none"> • Hollitz, chapter 8, "History 'From the Bottom Up': The Detroit Race Riot" • DH, "America at War: World War II" • Foner, chapter 22. Fighting for the Four Freedoms: World War II, 1941-1945
<p>Week 10: March 30 - April 3 Post-war America: Affluence and Anxiety Readings:</p> <ul style="list-style-type: none"> • Hollitz, chapter 9, "Popular Culture as History: The Cold War Comes Home" • DH, "Post-War America, 1945 - 1960" • Foner, chapter 23. America and the Cold War, 1945-1953
<p>Week 11: April 6 - 8</p>

<p>The Civil Rights Movement & JFK Liberalism</p> <p>Readings:</p> <ul style="list-style-type: none"> • Hollitz, chapter 10, "History and Popular Memory: The Civil Rights Movement" • Foner, 24. An Affluent Society, 1953-1960 							
<p>Easter Break: April 12 - 13</p>							
<p>Week 12: April 15 - 17</p> <p>The Sixties</p> <p>Readings:</p> <ul style="list-style-type: none"> • Hollitz, chapter 11, "Causation and the Lessons of History: Explaining America's Longest War" • DH, "Vietnam" • Foner, 25. The Sixties: 1960-1968 							
<p>Week 13: April 20 - 24</p> <p>The Age of Protest and Backlash</p> <p>Readings:</p> <ul style="list-style-type: none"> • Hollitz, chapter 12, "Gender, Ideology, and Historical Change: Explaining the Women's Movement" • DH, "America in Ferment: The Tumultuous 1960s" • Foner, Chapter 26. The Triumph of Conservatism: 1969-1988 							
<p>Week 14: April 27 - May 1</p> <p>Reagan's America</p> <p>Monday: Test on Story and Laurie, <i>The Rise of Conservatism in America, 1945 - 2000</i></p> <p>Readings:</p> <ul style="list-style-type: none"> • Hollitz, chapter 13, "Why Historical Interpretation Matters: The Battle Over Multicultural Education" • DH, "The Past Three Decades" • Foner, chapter 27. Globalization and Its Discontents: 1989-2000 							
<p>Week 15: May 4 - 6</p> <p>America in the Age of Globalization</p> <ul style="list-style-type: none"> • Review • Reading: • Foner, chapter 28. Epilogue: September 11 and the Next American Century 							
<p>Final Schedule</p> <table> <tr> <td>Class Meeting</td> <td>Exam</td> </tr> <tr> <td>MWF 10:30 a.m.</td> <td>Tuesday May 12, 8 - 10:30 a.m.</td> </tr> <tr> <td>MWF 1:30 p.m.</td> <td>Tuesday May 12, 1:10 - 3:40 p.m.</td> </tr> </table>		Class Meeting	Exam	MWF 10:30 a.m.	Tuesday May 12, 8 - 10:30 a.m.	MWF 1:30 p.m.	Tuesday May 12, 1:10 - 3:40 p.m.
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MWF 1:30 p.m.	Tuesday May 12, 1:10 - 3:40 p.m.						
<p>Unless there is some sort of dire emergency or you have extenuating circumstances (such as working with the Teaching and Learning Center or needing to participate (not be a spectator) in a university athletic event), you</p>							

must take the final with your class at the designated time and place. It is not a legitimate excuse to want to take an earlier final because your ride is leaving or you have an airline ticket.