History of the United States since 1877
The University of St. Thomas
Spring 2015 12 Jan – 9 May
Class: M/W 5:30 – 645PM

Instructor: Marty D. Willits
Course: History 2334-N Course I.D. 1234
Classroom: TBA
Credit hours: 3

Campus E-mail: willitm@stthom.edu,
Phone: Cell 832.928.3776
Office Hours: By appointment.

Required reading for the course:

1. Pocket Guide to Writing in History by Rampolla, 7th Ed.
2. Title: America's History by Henretta, 8th Ed.
   Copyright Year: 2013
   Publisher: Bedford Saint Martin's
3. Sledge, E. B. With the Old Breed at Peleliu and Okinawa.

COURSE DESCRIPTION: A survey of U.S. history through the study of the social, political and economic changes from the Gilded Age to the era of Vietnam, Watergate and beyond. We will analyze historical events, evaluate the changes in values and institutions, and learn how to express these changes in written and oral expression.

COURSE OBJECTIVES: The study of history is NOT the memorization of lists of facts, but an effort to explain what happened in the past, and, more important, what made things happen, and their influence, if any, on the future.

Changes in the following to trace and think about:

- Status of minorities such as African Americans, Indians, Hispanics, and immigrants
- Women's status
- Technology
- Rural and urban life
- Political values and parties
- Foreign policy and wars
- For each of the above, what were the forces for change?

INSTRUCTION AND LEARNING METHODS: Lecture, video, research project/book review, and discussion. Reading assignments should be completed prior to class. Each student must have an email address on the UST webmail system, and access to course materials on Blackboard. Announcements and class information will be provided in class, email, and Blackboard. Discussion in class will focus on the topics in the course outline. Maps and documents will require your special attention in the text and on Blackboard/Email as the interpretation of them will be an element in the discussion and quizzes.
Museum: All students will be given points for visiting local museums to include, the Houston Museum of Natural Science, Holocaust Museum, and other assignments will be made as opportunity permits. These assignments will relate to themes in the course and will be discussed in class.

**Student Grading Policies:**
Grading policies for the class are as follows:

1. Each assignment will receive a grade according to the following scale:

   A = 100 - 93  
   A- = 92 - 90  
   B+ = 89 - 87  
   B = 86 - 83  
   B- = 82 - 80  
   C+ = 79 - 77  
   C = 76 - 73  
   C- = 72 - 70  
   D+ = 69 - 67  
   D = 66 - 60  
   F = 59 & below.

**RECORD YOUR PROGRESS IN THE COURSE TOWARD YOUR FINAL GRADE:**

<table>
<thead>
<tr>
<th>Student</th>
<th>Points possible</th>
<th>List your own scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam I</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>3 Primary Source Analyses</td>
<td>150</td>
<td></td>
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<tr>
<td>Old Breed discussion questions</td>
<td>100</td>
<td></td>
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<tr>
<td>Film questions</td>
<td>50</td>
<td></td>
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<tr>
<td>Final Exam</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Assignment</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Quizzes</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

The value of all quizzes = 100
The lowest quiz grade dropped before the average score is determined. The remaining quiz grades are averaged and the percentage of 100 points is awarded.

**Total 900 points.**

**Total Your Points**

2. Testing:
Exams are based on lectures, videos, discussions, and assigned readings. Each exam in this class consists of topic identifications and essay. Make up exams are given for excused absences only. It is strongly advised that you do not miss a regularly scheduled exam for any reason. Failure to turn in an assignment or take a test on time merits an "F" and a "0." Special arrangements or make up exams will only be made for as per University guidelines. On exam day students will be provided a blue book. Quizzes will occur when the professor deems them necessary to facilitate learning and will be unannounced. A student that misses a quiz receives a "0." The lowest quiz grade will be dropped before the final grade is computed. Missed quizzes/assignments for excused reasons discussed below.

3. All assignments will be typewritten, double spaced and handed in on time.
4. The speakers for the 2015 Spring Semester to be announced.

5. Participation: students are expected to complete assignments on time, attend class, and participate in class discussions and conduct one's self in the class that is in a manner acceptable to the professor.

**Student Responsibilities:**
Students are responsible for their timely arrival and attendance in class. Roll will be taken as there is a strong correlation that exists between attendance and student achievement. Students are also responsible for obtaining class materials in case of absences. It is the responsibility of the student to follow all rules and policies outlined in this syllabus and the University of St. Thomas Student Handbook.

Electronic devices have become a problem in the classroom. They are distracting to the instructor, other students and the person using them. Students may use laptops in class so long as everyone uses it for class purposes ONLY. If I catch students using laptops for purposes other than class, those students will lose the privilege for the remainder of the semester. Students may NOT use any other electronic device in class. Cell phones must be turned off and put away during class time. Students may not talk on the phone, text message, or do anything that distracts them from class. If a student is caught text messaging or otherwise violating this policy, he or she will be asked to leave class and lose attendance points for that day. If there is a family or other reason for leaving a phone accessible for an incoming call, please let me know before class starts.

Students who miss a total of more than 4 classes for an unexcused absence may be asked to withdraw from the class, an academic warning sent to admissions, and points deducted from participation grade. Students who want or need to drop this class must do so at the Registrar's office. Those who do not drop a class and stop attending for whatever reason must receive a grade of "F" according to University policy. Attendance and thus participation in class is included in the participation grade.

Lectures may be taped only by permission of the professor.

**Attendance Policy**
You are responsible for knowing ALL the material assigned for this class; therefore attendance at every class period is mandatory. Students are expected to be in the classroom and in their seat at the time class begins. Students are expected to pay attention in class. It is NOT permitted to do assignments for another course during class time. Students are expected to take notes during class, participate in class discussions, and ask questions if something is unclear. In the event of an absence, students are expected to obtain class notes from classmates. **Attendance is taken into consideration when final grades are determined.**

**Tardiness:** At times, students may arrive late to class or have to leave early. See me in the event of each and provide your reason.

**E-mail Policy**
The University of St. Thomas e-mail system is the official system for this class.

1. All papers will be provided by hard copy only. Any paper emailed to me instead of being handed in as a hard copy will receive a 5% penalty unless approved to email.
2. If a student is sick or running late, he or she may use e-mail to prove an assignment has been completed on time. This e-mail must be received before the beginning of class time or it will
receive a late penalty. The student must bring in a hard copy for me to grade afterwards.

Late Assignment Penalties
All assignments are due at the start of class on the date indicated on the syllabus. After I have collected them in class, a late penalty of 5% will be assessed on the assignment. After class, a late penalty of 10% will be assessed. An additional late penalty of 10% will be assessed each day. Computer problems, failure to save your work, and printing issues are not excuses for late papers. Students are reminded to back up all work. If there is a conflict with sports, extracurricular activities, or other approved absence or issue, it is the student’s responsibility to turn in the assignment early or make other arrangements with me BEFORE the due date. No assignment will be accepted after the final exam.

Extensions
There are times when students have difficulty managing academic workloads. It is possible to ask for an extension on an assignment before the due date. An extension penalty of 3% will be assessed on all extended work. If a student fails to turn in an assignment by the new due date, the regular late penalties will apply. Extensions are for extraordinary circumstances. Do not expect to receive more than one during the semester.

Quizzes
Some quizzes are announced, others are not. The quizzes may be short answer, multiple choice, true/false, or fill-in-the-blank. If you miss a quiz, you must complete an absence assignment and/or primary source analysis for the missed points. See me for your assignment. If you are an athlete and miss quizzes because of games, see me ASAP for alternate assignments.

Exams
All exams are taken during class time with closed notes, closed books, and closed computers. Students will receive a study guide for each exam.

Missed Exams
In the event of an excused absence as determined by the professor, students will be permitted to take examinations by appointment with the testing center. Students are required to email me the reason for all tests taken at the center. If approved, students will contact the center for a test time and email me the time. I will send the center a test and notify you when it is available.
1. If you have prior knowledge that you will miss the exam, you must contact me BEFORE the exam day to schedule the make-up test.
2. If there is an emergency on the day of the exam, you should contact me as soon as possible. If documentation is required to show proof of the emergency, you must present this documentation within one week of the exam unless other arrangements are made with the professor.
3. ALL make-up exams must be taken within one week of the exam date unless serious circumstances apply.

Primary Source Analyses
This assignment is geared toward identifying primary sources, examining their context, and evaluating their insights and drawbacks. It is meant to build critical thinking skills. Follow these instructions precisely.
2. Use one inch margins all around, left alignment.
3. Double space all text.
4. At the top of the page on the left, type your name, the course number, and the date.
5. Write the body of the paper in paragraph form (not bullet points, numbered points, or Q & A).
6. **DO NOT use personal pronouns (I, we, etc.) or contractions (don’t, etc.)**
7. Section I: Identifying the author. (Answer the questions that are relevant)
   a. The first sentence begins with the words, “The author of this primary source is…” Identify the author of the primary source.
   b. In the next sentences, explain if the author was a participant or a witness. Was the person there or did they hear about it from another source? What was written at the time of the event or later?
   c. How does the author’s race, gender, or economic status compare with the subject of the source?
   d. State if the author is a credible source.
   e. Cite your sources!
8. Section II: Identifying the purpose.
   a. Begin this section with the sentence, “The purpose of this document is…” Explain what the purpose of the source is. The purpose should be tied to the type of document it is (letter, diary, report, etc.)
   b. Explain who its intended audience may be.
   c. Cite your sources!
9. Section III: What can be learned.
   a. Give examples or details explaining what can be learned from this source. This section should be an entire paragraph long (with a minimum of 3 sentences, usually more).
   b. One example must include a direct quotation. Both summaries and the direct quote must be cited!
10. Section IV: Bias
    a. What unspoken assumptions are being made in the source?
    b. What detectable biases, perspectives, or points of view are there in the source?
    c. Is the bias desirable and good or does it significantly limit the primary source?
    d. If it significantly limits the source, how can a historian overcome this bias? What else can the historian examine? What context needs to be taken into consideration?
    e. **Does the textbook give any insight into what really happened?**
11. Length: it should take you 2-3 pages to analyze a source. Please do not exceed three pages.

**Discussion Questions for the Film**
On the day of the film, I will hand out a series of questions that you can fill in while you watch the film. I will collect the questions for a grade at the end of the class. If you are absent and miss the film, contact me to make alternative arrangements to view the film.

**Group Work: Discussion Questions on Sledge’s book.**
There are discussion questions posted on Blackboard for *With the Old Breed* by Eugene Sledge. You may choose to answer the discussion questions on your own, or you may work with up to four people per group. Write the page numbers (or location number if an ebook) where you found the answers in parentheses at the end of the answer. It is **NOT** permitted to find any of this information from the internet: just the book itself! Turn in the discussion question answers on the day we discuss the book in class. Groups should divide questions equitably, so please indicate who answered which questions. Each student will receive an individual grade for the questions he or she answered. Turn in one copy of
the questions for group work.

Citations
Students must cite the source of their information if they quote directly, paraphrase, or use in any way someone else’s ideas. If students do not cite their sources, it is considered plagiarism. Students must use the Chicago Style format, which is explained in *A Pocket Guide to Writing in History*. Students may use either footnotes or endnotes.

- If students misplace their *Pocket Guide*, examples of how to do Chicago Style footnotes/endnotes are available online through our Library and also at http://www.chicagomanualofstyle.org/tools_citationguide.html

Academic Dishonesty and Plagiarism
All students MUST familiarize themselves with the definitions of academic dishonesty and plagiarism found in the Undergraduate Catalog. You will be held responsible for upholding the academic honesty and integrity of the class. Academic dishonesty includes but is not limited to:

- Cheating on an examination or test, for example by copying from another's paper or by using unauthorized materials before or during the test;
- Plagiarism, which one represents as one's own the work of another, whether published or not, without acknowledging the precise source;
- Knowing participation in the academic dishonesty of another student even though one's own work is not directly affected; Any conduct which reasonable persons in similar circumstances would recognize as dishonest in an academic setting. ALL instances of suspected academic dishonesty MUST be reported to the University. Students have the right to appeal. Please see the handbook for the proper procedures.

Penalty
The penalty for an incident of academic dishonesty will be managed in accordance with University policy.

ADA Accommodations
Any student with a documented disability needing academic adjustments or accommodations is requested to speak with me during the first two weeks of class. All discussions will remain confidential. Students with disabilities must also contact Counseling and Disability Services in Crooker Center. This office can be reached at (713) 525-6953 or 3162. Please provide a copy of the official letter stating the required academic accommodations.

*Note*: The syllabus and assignment schedule may be changed if deemed necessary to facilitate workflow and improve learning outcomes.

**Course Schedule:**

<table>
<thead>
<tr>
<th>Class One</th>
<th>12 – 16 Jan.</th>
<th>Introduction to the course, the work, and goals for the class Conquering a Continent 1854 – 1890, Ch. 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week Two</td>
<td>19 – 23 Jan. (19 Jan – Martin Luther King Remembrance)</td>
<td>Industrial America: Corporations and Conflicts, 1877 – 1911, Ch. 17</td>
</tr>
</tbody>
</table>
Week Three  26 – 30 Jan.  The Victorians Meet the Modern, 1880 – 1916, Ch. 18
"Civilization's Inferno"; The Rise and Reform of Industrial Cities, 1880 - 1917, Ch. 19


Week Five  9 – 13 Feb.  **First Exam**
An Emerging World Power, 1890 – 1918, Ch. 21

Week Six  16 – 20 Feb.  An Emerging World Power, 1890 – 1918, Ch. 21

Week Seven  23 – 27 Feb.  Cultural Conflict, Bubble, and Bust, 1919 – 1932, Ch. 22

Week Eight  2 – 6 Mar.  Managing the Great Depression Forging the New Deal, 1929 – 1939, Ch. 23

Week Nine  9 – 13 Mar.  **Spring Break**

Week Ten  16 – 20 Mar.  **Second Exam**
The World at War, 1937 – 1945, Ch. 24
*Old Breed* discussion

Week Eleven  23 – 27 Mar.  Cold War America, 1945 – 1963, Ch. 25
Triumph of the Middle Class, 1943 – 1963, Ch. 26

Week Twelve  30 Mar – 3 Apr.  Civil Rights Movement, 1941 – 1973, Ch. 27
2 – 5 Apr.  **Easter Break**

Week Thirteen  6 – 10 Apr.  Uncivil Wars: Liberal Crisis and Conservative Rebirth, 1961 – 1972, Ch. 28

Week Fourteen  13 – 17 Apr.  The Search for Order in an Era of Limits, 1973 – 1980, Ch. 29


Week Fifteen  27 – 1 May.  Confronting Global and National Dilemmas, 1989 to the Present, Ch. 31

Week Sixteen  **Finals**