**HIST 177: United States History since 1877**

Fall 2018, Sections 1 & 2

Section 1: T/TH/F 9-9:50, CCC 227

Section 2: T/TH/F 10-10:50, CCC 227

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Department of History and International Studies Office: CCC 461

Office Hours: T/TH 12:30-2pm and by appointment

**Course Summary**

This course is a general survey of the United States from 1877 to the present. During the semester, students will analyze, discuss, and consider how the United States developed from a nation divided by civil war into a global superpower. In doing so, this course emphasizes some fundamental themes in American history such as political power, international affairs, freedom, and definitions of citizenship. In particular, we will focus on questions regarding the diversity of our nation. How has the American experience differed based on race, gender, ethnicity, and socioeconomic status? Which groups have been marginalized, and how have they negotiated these conditions to better their circumstances? And how has diversity shaped the very fabric of American identity? Students will address these issues while considering the evolving meaning of American nationhood over the past 150 years.

**GEP Learning Outcomes**

Students taking History 177 will develop skills necessary for basic historical understanding and analysis, focusing on the GEP requirements of Historical Perspectives and U.S. Diversity. Upon completing these requirements, students will be able to:

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| LO 1: GEP HISTORICAL PERSPECTIVES: Use primary sources as evidence to answer questions about historical change. |
| LO 2: GEP HISTORICAL PERSPECTIVES: Describe differences among interpretations of the past. |
| LO 3: GEP HISTORICAL PERSPECTIVES: Analyze institutional and cultural changes in one or more human societies over time. |
| LO 4: GEP US DIVERSITY: Describe how people or institutions in the United States have constructed diverse identities and cultures based on ability, ethnicity, gender, language, nationality, race, religion, sexuality, socio-economic status, etc. |
| LO 5: GEP US DIVERSITY: Explain how individuals or groups in the United States have responded to the experience of discrimination and inequality. |
| LO 6: GEP US DIVERSITY: Demonstrate understanding of and empathetic insight about diverse cultural perspectives in the United States |
| LO 7: Course-level SLO: Identify major events, developments, and themes of United States history from Reconstruction to the present. |
| LO 8: Course-level SLO: Develop an argument about the past and use evidence to support those claims. |
| LO 9: Course-level SLO: Recognize, summarize, and interpret historical documents representing a diversity of perspectives. |

**Required Materials**

Eric Foner, *Give Me Liberty!: An American History* 5th ed., vol. 2 (rental, available free of charge)

Eric Foner, ed, *Voices of Freedom: A Documentary History* 5th ed., vol. 2 (available for purchase at the bookstore and online. If you choose to buy a copy elsewhere, make sure it is the correct edition and volume)

Clickers. Turning Point Cloud access codes are available at the bookstore for $13. The clickers themselves are available free of charge from the UWSP Tech Service Desk, 027 ALB (library). Students are required to bring a physical clicker to every class.

**Assignments**

Participation: Attendance will be taken at the beginning of each class. There are a number of in-class assignments, including small group discussions, short essay prompts, and debates. In order to fully participate, please bring your clickers and *Voices of Freedom* to every class. I will grade any in-class assignments on a plus-check-minus system. A check-plus indicates exceptional work, a check represents basic competency, and a check-minus signals incomplete, inaccurate, or substandard work. Students who are absent will receive a zero for their participation grade that day and will not have an opportunity to make up the missing work. Students can drop their lowest in-class assignment and can miss up to three classes before their grade begins to drop. Missed classes beyond that will result in two points subtracted from your participation grade for each additional absence. Arriving late or leaving early from class will be counted as one-half an absence. Students who forget their clickers will also be penalized with one-half an absence. Students facing extenuating circumstances affecting their attendance (such as serious health issues, UWSP athletics, the birth of a child, military service, etc.) are encouraged to talk to me.

Exams: There are three midterm exams and one final exam over the course of the semester. The exams include multiple choice questions, term identifications, short answers and/or essay questions based on the lectures and assigned readings. With a valid, documented excuse, students may make up one missed regular exam. You must contact me by email within 24 hours of the missed exam to schedule the makeup. The final exam is cumulative and consists of multiple choice questions, term identifications, and/or essay questions that will ask you to draw conclusions from the material covered throughout the course. There is no makeup for the final exam, so make sure that you are available the date the final is scheduled (Thursday, December 20 for section 1 and Monday, December 17 for section 2).

**Assessment Breakdown**

Midterm Exam 1: 15%

Midterm Exam 2: 15%

Midterm Exam 3: 15%

Final Exam: 30%

Participation: 25%

**Grading Scale**

A: 93-100

A-: 90-92

B+: 87-89

B: 83-86

B-: 80-82

C+: 77-79

C: 73-76

C-: 70-72

D+: 67-69

D: 60-66

F: 59 and below

**Classroom Policies**

This class uses “Turning Point Cloud” to do interactive polling.  You will need to purchase a Turning Technologies code from the bookstore to participate in the class. You will be required to check out a clicker from the UWSP IT Service Desk to respond to polling.

Check out of the clicker is at the UWSP IT Service Desk in room 027 ALB, basement of the UWSP Library. Device checkout is free of charge.

Returning clickers: Clickers must be returned to IT Service Desk before the end of finals. Students with unreturned clickers will be billed a late fee and/or may be billed the replacement cost of the clicker.

For Service Desk hours:  <http://www.uwsp.edu/infotech/Pages/HelpDesk/default.aspx>

**You will need your UWSP Student ID to get your clicker.**

You will need to create a Turning Technologies account in order to register your device to the class. Please use your UWSP email address to create an account here: <https://account.turningtechnologies.com/account/>

You can find help with Turning Point Cloud here:

<https://www.turningtechnologies.com/support/turningpoint-cloud>

Students are expected to arrive on time and to be attentive and engaged during class. This means you are not sleeping, reading/working on other materials, using electronic devices, talking to your neighbor, or disrupting class in any way. Students will raise their hands for questions and be respectful of fellow students and the professor. You may disagree with another person’s comment or position, but do so with courtesy and respect. For more information on classroom expectations, see: [https://www.uwsp.edu/dos/Documents/AcademicIntegrityBrochure.pdf](https://www3.uwsp.edu/dos/Documents/AcademicIntegrityBrochure.pdf)

All forms of academic dishonesty including, but not limited to, cheating, plagiarism, fraud, and unauthorized access to tests and assignments are strictly prohibited. Any words or ideas borrowed from another person or source, whether through a direct quotation or through paraphrasing, must be cited properly to avoid plagiarism. Please familiarize yourself with what constitutes plagiarism and how to avoid it. Violations of the university’s code of conduct are subject to sanctions ranging from a failing grade for an assignment to disciplinary hearings or potential failure of the course. For more information on academic dishonesty, see: <http://www.uwsp.edu/dos/Documents/CommunityRights.pdf>

If you have a learning or physical challenge that requires accommodation, please contact the Disability and Assistive Technology Center as early as possible. They will then notify me privately of the accommodations that will facilitate your success in the course. Their office is located on the 6th floor of ALB (library), Voice: 715-346-3365, TTY: 715-346-3362.

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP’s policies and resources, see: [https://www.uwsp.edu/datc/Pages/default.aspx](https://www3.uwsp.edu/datc/Pages/default.aspx)

**Tips for Success**

Students often ask me how they should prioritize lecture materials and course readings when studying for exams. Here are some suggestions for optimizing your study habits. Lectures are important. Students should take copious notes and utilize the outlines and slides posted on D2L. The *Give Me Liberty!* textbook is great for supplementing the information we cover in class and serves as a helpful study resource. However, the textbook is not an adequate substitute for lecture, which is why attendance is so critical to your success in the class. Equally important are the short readings assigned in *Voices of Freedom*. The excerpts typically take less than 5-10 minutes to read and serve as the basis for in-class responses, group discussions, and exam questions. Make sure to complete the readings and to bring *Voices of Freedom* to every class.

Outside of interactive polling, computers and other electronic devices are not allowed in class without getting permission from me in advance. Studies have shown that students learn more and perform better by writing down the main ideas of lecture versus typing them. Students also perform better with their cell phones silenced and put away in their bookbags. For more information, see the article in Scientific American entitled “A Learning Secret: Don’t Take Notes with a Laptop” (<http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>).

For each lecture I provide an outline of the main ideas that you can locate on D2L. Feel free to print the outlines prior to coming to class and use them as a template for taking notes. I post lecture slides after each class. The outlines and slides are helpful resources as you prepare for exams.

I hold regular office hours on Tuesdays and Thursdays from 12:30pm-2pm (461 CCC). During this time, my priority is to talk to students about any questions or concerns they may have. I truly enjoy meeting with you to hear about how things are going. If you are struggling, stop by and let’s chat. If you are unable to meet during office hours, email me and we will set up an alternative time.

*Please note that the syllabus is subject to change and additional assignments may be added.*

**Schedule**

Week 1:

September 4: Course introduction: Legacies of the Civil War

September 6: Reconstruction, Give Me Liberty! (hereafter GML) Chapter 15, pp. 550-587; Voices of Freedom (hereafter VOF) A Sharecropping Contract, pp. 11-13

September 7: Special Assignment (A History of 2018)

Week 2:

September 11: The New West, GML Chapter 16, pp. 602-619

September 13: Industrialization, GML Chapter 16, pp. 588-602; VOF William G. Sumner, pp. 35-39 and 2nd Declaration of Independence, pp. 40-41

September 14: The Gilded Age, GML Chapter 16, pp. 620-637

Week 3:

September 18: Populism, GML Chapter 17, pp. 638-648

September 20: The New South, GLM Chapter 17, pp. 648-657; “Without Sanctuary” (in class)

September 21: Redefining Citizenship, Chapter 17, pp. 657-663

Week 4:

September 25: Imperialism Part 1, GML Chapter 17, pp. 664-677

September 27: Imperialism Part 2, VOF Emilio Aguinaldo, pp. 74-76

September 28: Urbanization, Chapter 18, pp. 678-689

Week 5:

October 2: Social Progressivism, GML Chapter 18, pp. 690-700; VOF Charlotte Perkins Gilman, pp. 77-80

October 4: Political Progressivism, GML Chapter 19, pp. 700-717

October 5: Exam #1

Week 6:

October 9: World War I Abroad, GML Chapter 19, pp. 718-730

October 11: World War I on the Home Front, GML Chapter 19, pp. 730-748; VOF Eugene Debs, pp. 119-123

October 12: Wilson, GML Chapter 19, pp. 748-759

Week 7:

October 16: The 1920s, GML Chapter 20, pp. 760-792

October 18: Great Depression, GML Chapter 20, pp. 792-801; VOF John Steinbeck, pp. 166-168

October 19: The New Deal, GML Chapter 21, pp. 802-845; VOF WEB Du Bois, pp. 187-191

Week 8:

October 23: World War II Abroad, GML Chapter 22, pp. 846-858

October 25: World War II on the Home Front, GML Chapter 22, pp. 858-889

October 26: The Cold War, Part I, GML Chapter 23, pp. 890-912; VOF NSC-68, pp. 221-225 and Walter Lippmann, pp. 225-228

Week 9:

October 30: The Cold War, Part II, GML Chapter 23, pp. 912-923

November 1: Exam #2

November 2: 1950s Politics and Culture, GML Chapter 24, pp. 924-954

Week 10:

November 6: The Civil Rights Movement, Part I, GML Chapter 24, pp. 954-964; VOF Southern Manifesto, pp. 257-259 and MLK, Jr. pp. 267-271

November 8: The Civil Rights Movement, Part II, Chapter 25, pp. 970-975

November 9: Kennedy and Johnson, GML Chapter 25, pp. 975-985

Week 11:

November 13: Vietnam, GML Chapter 24, pp. 950-951; Chapter 25, pp. 991-993; Chapter 26, pp. 1022-1024; VOF Paul Potter, pp. 294-296

November 15: Social Movements of the Late 1960s, GML Chapter 25, pp. 985-1013

November 16: Nixon, GML Chapter 26, pp. 1014-1026

Week 12:

November 20: *The Pruitt-Igoe Myth*

November 22: Fall Break

November 23: Fall Break

Week 13:

November 27: 1970s Politics and Culture, GML Chapter 26, pp. 1026-1039; VOF Brochure on the ERA, pp. 307-309 and Phyllis Schlafly, pp. 324-326

November 29: Exam #3

November 30: The Reagan Revolution, GML Chapter 26, pp. 1039-1051

Week 14:

December 4: The End of the Cold War and George H.W. Bush, Chapter 27, pp. 1052-1055

December 6: Clinton, GML Chapter 27, pp. 1055-1084

December 7: George W. Bush, GML Chapter 27, pp. 1084-1089

Week 15:

December 11: Global Terrorism & the US, GML Chapter 28, pp. 1090-1101; VOF National Security Strategy, pp. 349-352

December 13: The Wake of 9/11, GML Chapter 28, pp. 1101-1133

December 14: Review for the Final Exam (Time permitting)

**FINAL EXAM:** Section 1: 2:45pm-4:45pm, Thursday, December 20, CCC 227

Section 2: 8am-10am, Monday, December 17, CCC 227