

HISTORY 177: U.S. HISTORY SINCE THE CIVIL WAR

UW-Stevens Point @ Wausau

Spring 2022

Professor Brett Barker, Ph.D.

T and Th 2-3:15

Course ID: 41977

Room 241

Contact Information:

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Course Objectives:

This course examines American history from the end of the Civil War through the recent past. Its aim is to help students gain a basic understanding of the major themes and developments in politics, society, economy, and culture in America during the last 140 years. By the end of the semester students should have gained specific knowledge and skills that will prove useful in their college career.

Knowledge: a demonstrated understanding of the following:

- the developments in the politics, economy, and society of the South, West, and North in the decades following the Civil War
- the crises of the 1890s and the rise of the United States as a world power
- the reforms and reformers of the Progressive Era
- the divisions in American society during the 1920s
- the importance of the Great Depression and the New Deal in American life
- the World Wars and their impact on American society and the US as a global power
- the causes, course, and consequences of the Cold War
- the “long Civil Rights” movement and other social movements of the 1950s-1970s
- the changes in everyday life and work for ordinary Americans between 1865 and today
- the significance of social groups and their interactions

Skills: success in this course will also require demonstration of the following:

- the ability to read and listen with critical perception
- the ability to analyze and synthesize course materials
- the ability to distinguish between knowledge, values, beliefs, and opinions
- the ability to use evidence to support assertions about the past

Attendance:

You must attend class. Past experience indicates that students who attend irregularly always do poorly in the course. As a courtesy to the instructor and other students, **please arrive on time. Your phone should be put away during class—failure to do so will result in a reduced course grade.**

Texts (required):

Eric Foner, *Give Me Liberty!*, 6th seagull edition, vol. 2.

This is provided to you through text rental.

Jeanne Wakatsuki, *Farewell to Manzanar*. ISBN: 9780307976079

If you have another edition of *Farewell to Manzanar*, it is probably OK to use it. Contact Prof. Barker to make sure. You have to buy this book—it is necessary for the course.

Lectures, Readings, and Assignment Schedule:

<u>Dates</u>	<u>Reading</u>	<u>Other Assignments</u>
Jan. 25-27	Foner, Ch. 15 (skim)	
Feb. 1-3	Foner, Ch. 16	
Feb. 8-10	Foner, Ch. 17	
Feb. 15-17	Foner, Ch. 18	
Feb. 22-24	Foner, Ch. 19	Identification Exam (Feb. 24)
Mar. 1-3	Foner, Ch. 20	
Mar. 8-10	Foner, Ch. 21	
Mar. 15-17	Foner, Ch. 22	First Essay Exam (Mar. 17)
MAR. 19-27	SPRING BREAK – NO CLASSES	
Mar. 29-31	Wakatsuki, all	<i>Farewell to Manzanar</i> Essay (due Apr. 3)
Apr. 5-7	Foner, Ch. 23	
Apr. 12-14	Foner, Ch. 24	
Apr. 19-21	Foner, Ch. 25	
Apr. 26-28	Foner, Ch. 26	
May 3-5	Foner, Ch. 27	
May 10-12	Foner, Ch. 28	
FINAL	Thur., May 19	

Note: Every Thursday, you will receive a “prep sheet” that explains what you will be expected to do in the coming week (readings, written assignments, unit projects, in-class work). If you are not in class on Thursday, it is your responsibility to get that sheet. It will usually be posted to Canvas, but if you don’t find it there, email Prof. Barker for a copy.

Grading: Course grades will be based on the following:

20% Class Citizenship: Not only should you attend class, but you are also expected to participate in discussions. In evaluating your participation grade, I will consider your attendance, the quantity and quality of your contributions, and your willingness to listen and interact with other students while integrating your comments into the flow of discussion.

20% Quizzes, and In-Class Work: Most of this will consist of the weekly quiz grades, although there may occasionally be other short in-class writing assignments. **In-class writing assignments and quizzes cannot be made up.**

10% Identification Exam: In-class Feb. 24

15% 1st Essay Exam: In-class Mar. 17

15% Farewell to Manzanar Essay: Due in Canvas on Apr. 3

20% Final: May 19

Grading Scale:

90-92	A-	93-100	A		
80-82	B-	83-86	B	87-89	B+
70-72	C-	73-76	C	77-79	C+
		60-66	D	67-69	D+
				0-59	F

Associate Degree Learning Outcomes:

This course satisfies the AAS categories Knowledge of Human Cultures (HC) and Ethnic Studies (ES). Here are their learning outcomes:

Two Important Notes about the Course:

1. Weekly assignments are due on the dates specified, unless you make prior arrangement with the instructor. Late work will be penalized.
2. Academic Honesty and Classroom Behavior: This course is part of the UW-Stevens Point academic community, an academic community that is bound together by the traditions and practice of scholarship. Honest intellectual work – on examinations and on written assignments—is essential to the success of this community of scholars. Using classmates’ responses to answer exam questions or disguising words written by others as your own undermines the trust and respect on which our course depends. The work in this course is challenging and will demand a good deal of each of you. I have every confidence that each of you can succeed. Doing your own work will enhance your sense of accomplishment when the semester comes to a close.

Additionally, the classroom environment is a unique opportunity for students to share ideas, opinions, discuss classroom and course content. As each student is entitled to contribute in class, specific expectations are necessary to ensure a thriving classroom environment. Expectations include: arriving to class on time, being prepared for class, no electronic devices, unless authorized to do so, any loud shouting, excessive side conversations, arriving to class under the influence of any alcohol or drugs, profane language, and verbal or physical threats, intimidation of any kind, or any other behavior that may be disruptive to the professor or other students. If any of this behavior is exhibited, you may be asked to leave the class for the day. Any continued disruptive behavior may result in a referral to the Dean of Students Office.

Campus Help Available for HIST 177:

1. Teaching and Learning Center (TLC):

TLC services are available free to all currently enrolled UWSP-Wausau students.

Get help with your writing by working with a writing consultant in the Wausau Tutoring-Learning Center (TLC). They can help you on writing assignments, especially the *Farewell to Manzanar* essay.

Stop by the TLC during drop-in hours, which are posted at uwsp.edu/wausau/tlc, or schedule an appointment by contacting Lori at (715) 261-6148 or wautlc@uwsp.edu. You’ll find the TLC in the southeast corner of the library.

Alternatively, you can submit a copy of your paper to their OWL (online writing lab) service at wautlc@uwsp.edu. Attach a copy of your paper as a Word document. If possible,

please also attach a copy of the assignment prompt or grading rubric from your instructor. In the body of the email message, please tell them what aspects of the assignment are going well for you and what aspects you're struggling with. TLC staff will provide feedback on your document and return it to you within 24 hours, M-Th. Please note that they cannot guarantee 24-hour turnaround on Fridays.

2. DUO Student Support Service:

DUO, located in room 224, is **open to first-generation students, Pell Grant-eligible students, and students with disabilities**. It provides students with access to professional tutors in Math and writing. DUO staff meet one-on-one with students to answer questions, prepare for assignments/exams/papers, and simply as a resource to students. Students can meet with the tutor/s regularly or on an as-needed basis – in other words, they support individual students in individualized ways. To learn more about DUO, contact your adviser or stop by the DUO Center.

3. Students with Disabilities:

The University has a legal responsibility to provide accommodations and program access as mandated by Section 54 and the Americans with Disabilities Act (ADA). The university's philosophy is to not only provide what is mandated but also convey its genuine concern for one's total well-being. If accommodations are needed, please contact the instructor as well as the Disability and Assistive Technology Center (DATC), located on the Stevens Point campus. Students can also pick up an application for accommodations packet in the Solution Center.

DATC contact information:

(715) 346-3365 (Voice)

(715) 346-3362 (TDD only)

or via email at datctr@uwsp.edu

COVID and the Classroom:

Face Coverings:

- At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the Disability and Assistive Technology Center to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

Other Guidance:

- Please monitor your own health each day using the screening tool. If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646).

- o As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.

- Maintain a minimum of 6 feet of physical distance from others whenever possible.

- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.

- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.

- Please maintain these same healthy practices outside the classroom.

Changes to the Syllabus:

I have tried to make this syllabus as accurate, complete, and helpful as possible. I do not anticipate changing any elements of this course, but I reserve the right to do so. Any changes will be announced in class with as much advance notice as possible.

A Brief Guide to Succeeding in this Course

1. Work Outside of the Classroom: There is a lot of reading in this course, and to do well **you must start reading right away and keep up with the reading.** You must complete the week's reading **before** class and you will have reading quizzes most Tuesdays to make sure that you have. The text contains a lot of detail, and you should take notes, which will prove invaluable on the quizzes and exams. See me if you'd like more guidance in how to do this.

The expectation is that you will spend at least two hours working on HIST 177 outside of class for each hour we meet; so an average of 5 hours per week.

One other piece of advice about reading: many students believe that they can “multi-task,” meaning they can read the textbook while watching TV, watching TikTok videos, or talking with friends. I am convinced that this is not true. If you are struggling with the reading, try this experiment: for one week, read the text in an absolutely quiet room (without music) and take notes. You may be surprised how much your comprehension improves. This is the environment in which I do all my reading. It might take a little getting used to, but it might also be just what you need to succeed.

2. Class Meetings: This class will *not* consist primarily of lectures—it is an interactive course where students are expected to be constant and reliable participants. That's why it's **important for you to both read the text and attend class.** I will challenge you to show that you understand the material on a deep level. Skimming readings briefly will not be enough. You will need to read (and reread) assignments carefully and take notes so that you can recall and use details to inform our discussions. **Discussion** is a chance for you to practice analyzing course materials and a chance for me to better understand what you understand and what is still unclear to you and your classmates. This course will be **much more rewarding** if you, and your classmates, come to class prepared and willing to talk.

In the end, success in this course requires that you be able to explain the American past (analysis) and you provide evidence for your explanations (content). It is critical that you are an active participant and this course will be strengthened if during lecture and discussion you tell me the ideas, concepts, and interpretations with which you are struggling. I am willing to take the time to do whatever you need to understand the material.

3. Exams (ID and Essay): Many students have little experience taking exams that require significant writing, and many others have anxiety about them. These types of exams are not easy, but they test what's really important in a history course. If you have questions or concerns, come see me **before the test.**

4. Office Hours and Appointments: *Every one of you should come visit me during my office hours this semester.* My office hours are time set aside for students, and successful students take advantage of them. Whether it's a simple question or a serious problem in the course, you should never hesitate to drop in or make an appointment if my office hours do not fit your schedule.