



**United States History 1865 to present
AMH 2020, Summer 2019, June 24 - July 26**

Course & Faculty Information

Lecturer: TBA

E-mail: TBA

Time: Monday through Friday (1.8 contact hours each day)

Contact hour: 45 hours

Credit: 3

Office hours: By Appointment

Course Description:

This course traces the story of United States from the Civil War era to the recent past, and reconstructs American history as a process toward freedom, democracy, and citizenship. Particular attention will be given to how communities of color, women, and poor people tested, challenged, and even reshaped the notion of freedom in order to expand American democracy and make it real. Students will also learn how these struggles fit within America's larger political, diplomatic, economic, social, and cultural developments of the past century and a half. The course begins with the fall of slavery and examines the problems of freedom and democracy. It will review Reconstruction and Expansion West. U.S. Imperialism and the Spanish-American War are covered as well as the "Progressive" period. World War I and its aftermath in the "Roaring Twenties" are analyzed, followed by the Great Depression and World War II. Post War suburbanization/urbanization will outline contrasting "Americas" which also reflect in the 1960s freedom movement and the post 70s political rise of the New Conservative Right illustrated in recent elections. By the end of the course, students should understand the unfolding of American democracy and freedom, along with the events and peoples that define the "American experience".

Textbook Information

You do not have a textbook for this course. Instead, you are required to read documents from the Course Packet. These consist of mostly primary and some secondary sources. Primary sources are materials that provide us with an individual's personal perspective of history. These are first-hand accounts that contain crucial information about the past to help historians achieve a developed understanding of historical events and ideas. Secondary sources are historians' interpretations of the past. We will learn more about how to read primary and secondary sources in Lesson 1. You will turn in four writing assignments over the course of the semester. (See Requirements: Writing Assignments)

Course Objectives:

History is an intellectual inquiry into human activity. Historians analyze change over time as well as continuity in a variety of human arenas including (but not exclusive to) culture, society, politics, and ideas. Historians use context (the ideas, trends, events at a given time) to help understand human decision-making. Together we will work to improve your capacity to read and analyze complex texts while strengthening your abilities to reason and communicate your thoughts through speaking and writing. Assessment and evaluation will focus on communication of ideas and understanding of concepts. You will complete in-class writing assignments and quizzes.

At the end of this course, students who attend class regularly, complete the assignments, and think about the course material should be able to:

1. Place contemporary events in historical context.
2. Understand the idea of causation.
3. Differentiate among historical sources (primary versus secondary sources).
4. Understand how economic & political ideas are translated into programs & policy.

5. Increase reading comprehension.
6. Write coherent essays on historical topics.
7. Think and write from a critical perspective.
8. Understand that many things we assume about the United States and its people (democracy/freedom, gender, race, ethnicity, ideas, etc.) are, in fact, cultural and social constructions that change across time and space.

Classroom Conduct

Disruptive behavior will not be tolerated. Cellular phones and pagers must be turned off before class. Students who engage in disruptive behavior, such as deliberate combativeness, excessive vulgarity, reading unrelated materials, surfing the Internet, and texting will fail to earn credit for class participation, and are subject to dismissal from class. Those who frequently get up and leave class disturb the learning environment for their colleagues. Thus, in general, do not leave the classroom unless it's an emergency. Frequent exits will be treated as an absence.

Seminole State College of Florida is an institution of higher learning; therefore, students will be respectful of their fellow classmates. The goal in this classroom is to create a positive learning environment where people can safely ask questions, participate freely and learn effectively. In expressing viewpoints, students should raise questions and comments in a way that will promote learning, rather than defensiveness and conflict in other students. Any violation of class conduct policies will count as an absence from class.

Cheating/Plagiarism

Plagiarism is the use of another's words, ideas, or facts without giving proper and accurate credit to the author. Serious or overt plagiarism will result in an 'F' for the course. I will also write the college administration informing them that a student has been caught plagiarizing or cheating. This is true for ALL writing assignments in this course including any extra credit assignments. Plagiarism includes copying information from another student on any assignment. While I encourage students to study together, make sure that your work is your own. Do not write someone's essay or quiz answer for her or him. If two answers are exactly or nearly the same, both students will receive a failing grade for the assignment.

I distinguish between overt and accidental plagiarism. Overt plagiarism occurs when a student directly copies portions of information from another source and deliberately attempts to pass it off as her own. Overt plagiarism is an automatic failing grade for the course. I will also inform the college administration that a student has engaged in academic dishonesty. Overt plagiarism includes, but is not exclusive to, (1) copying information from the Internet (copyrighted or non-copyrighted) without providing citations; (2) taking information and/or copying from another person, even with that person's permission; (3) taking information, ideas, and/or writing from any source without proper citation and quotation marks.

There are wonderful primary and secondary sources available on the Internet. There are also many misleading, anachronistic, nonacademic, and problematic sources. While you will gain some skills in analyzing the credibility of sources, this is not a research methods class. Thus, *any use of information not assigned in this class without the instructor's permission will be considered overt plagiarism.*

Accidental plagiarism occurs when a student fails to provide adequate and proper citation, but it is also clear that the student's intentions were not malicious or deceptive. The professor will decide the severity of the penalty. Penalties for accidental plagiarism could result in points off or a failing grade for the assignment. If a receives a failing grade, she will be allowed to resubmit the assignment with proper citations and devoid of plagiarism. If the resubmitted paper contains any examples of plagiarism, the failing grade will remain. Because the final essay is graded at the end of the semester, it is up to the professor's discretion whether to assign a failing grade for accidental plagiarism or to dock points for accidentally failing to cite sources.

Course Requirements

Attendance/Class Participation: (20%): This is a **discussion-based course** designed to help improve your reading skills and to introduce you to historical thinking. Evaluation will assess progress in your communication and analytical abilities. Emphasis too will be placed on how well those skills improve over the course of the semester.

You will earn only 5 points by attending the full class secession. If you leave class early or show up late, you will lose points. The remaining points you earn each day based on your preparation, quality of participation, regular communication, and clear engagement with the reading. You may miss up to two (2) classes without penalty to your grade. A student who is absent from class 10 percent of the scheduled class time [4 days or more] is subject to getting a grade of “F” without warning by the instructor.” Any violation of class conduct policies (outlined above) will count as an absence from class. It is the responsibility of each student to notify the instructor in the event she/he is tardy.

Writing Assignments: (30 points): Students are required to submit three writing assignments. From the first-third week, students will write a 1-2 page analysis of one reading. Students must identify the argument/thesis, explain the historical context, and discuss the audience. Students will also compare how their reading reflects on the complexities of American identity, democracy, and freedom. Students must support their analysis by providing examples from the text. Students should also seek to compare their chosen reading to other class texts. Each writing assignment is 10 points each.

Five Quizzes: (50 points): You will complete five short tests for the course. These exams assess factual understanding of historical events and readings. Exams will mostly consist of short answer, quote identification, multiple choice, and/or identification. The exams will vary in difficulty depending on the degree to which students are or are NOT keeping up with the readings.

Make-up Policy: Late assignments will **not** be accepted, unless students have an excused absence from the professor. The Teacher Assistant or Professor must receive late assignments no later than one week after the due date. Because a central goal of this course is to learn the importance of ethical work habits, all makeup assignments and excused absences will only receive partial credit. All assignments will be penalized one letter grade. *All makeup assignments will be graded at the end of the semester.* This policy does not include the exams, which cannot be made up for any reason.

Attendance: *Attendance in this course is mandatory and only gains you 5 points in participation. Regular and prompt attendance is expected of all students. Three absences or more, or three or more late arrivals will result in a reduced and/or failing final grade. Please keep track of your attendance. (Please note that entering class 5 minutes after the session has begun is considered an absence). Your attendance will be factored into your Participation grade.*

Grading Scale

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = Below 60%

Course Schedule:

WEEK ONE: The Problems of American Democracy

Day #1 - The Civil War and Cotton Fever, 1861-1865:

1. In class reading and discussion of Sven Beckert, *Empire of Cotton*, pgs. 242-273

Day #2 – The Civil War and Cotton Fever, 1861-1865:

1. Complete in class reading and discussion of Sven Beckert, *Empire of Cotton*, pgs. 242-273

Day #3 - Reconstruction, 1865-1877:

This lesson explores the moment shortly after the American Civil War where it looked like the United States government might recognize equality among all citizens. However, that did not happen, and new systems were put in place to ensure white-male hegemony. We will also examine how African Americans used Reconstruction as an opportunity to create their own institutions and concepts of freedom.

Day #4 - Reconstruction, 1865-1877:

We will discuss how these primary sources reflect the problems of attaining freedom for African Americans.

1. American constitution, amendments 13th, 14th, and 15th
2. Mississippi Black Code – Vagrancy Law
3. Redemption Political Cartoons

Day #5: Expansion West and the Gilded Age, 1877-1900:

This lesson examines the many responses to the mechanized production and the growth of industrial capitalism. Indigenous peoples, Rural farmers, workers, and immigrant experiences will be highlighted. We will also look at the effects of capitalism and land seizure on non-citizens and citizens, as well as the public role of a wealthy few.

WEEK TWO: An Industrial Nation

Day #1 - Expansion West and the Gilded Age, 1877-1900 continued:

In class film: *Andrew Carnegie*

Day # 2 - Expansion West and the Gilded Age, 1877-1900:

We will discuss how these primary sources reflect the conflicts during the Gilded Age between wealth and the people.

1. Captain Richard Pratt, “Kill the Indian, Save the Man”
2. The Chinese Must Go!
3. Mark Twain’s Observation
4. Excerpt from Theodore Roosevelt, “True Americanism!”

Day #3 - The Progressive Era and America in the World, 1900-1919:

In this lesson, we continue to focus on the impact of industrialization. During the Progressive era, many voices emerged critical of the concept of "limited government." These groups pushed to make government more responsible for the welfare of citizens, but powerful inequalities still remained. Simultaneously, we will also look at the effects of U.S. imperialism at the turn of the century on Americans and those the US sought to control.

Day #4 -The Progressive Era and America in the World, 1900-1919:

We will discuss how these primary sources reflect the tensions between government and the people.

1. White Man’s Burden
2. Child Labor Report
3. Woodrow Wilson’s “14 Points”

Day #5 - America Back Home, post WW I era:

We will explore the causes of World War I as well as the United States reluctant and belated entry into the war. We will also give particular attention to changing dynamics at home, including: shifting demographics among African Americans, women’s increased political involvement, and America’s increasing xenophobia.

WEEK THREE: From Depression to War

Day #1 – Great Depression:

We will discuss how rapid economic growth in the United States came to an end and marked the start of the Great Depression. We will especially review how the economy affected Americans lives and how Americans responded to economic growth and travails.

Day #2: Roaring 20s to Great Depression

We will review how these primary sources reflect increased xenophobia and economic decline during the 1920s and 1930s.

1. Claude McKay, “If We Must Die”
2. Women in the 1920s, Political Cartoons
3. Franklin Roosevelt, Four Freedoms

4. Excerpts from *Decade of Betrayal*

Day #3 – World War II and The Cold War 1939-1960:

Students will learn about the various causes of World War II as well as the US's role in the war. Following WWII, the US experienced an extreme rise in anti-communism. Particular attention will be paid to how Americans experiences of both the war years and the post-war era differed based on race, class, and gender.

Day #4: WWII and Cold War, 1946-1960:

This lesson will examine the entrenchment of anti-communism in the United States

1. Japanese Internment, Civilian Exclusion Order #24
2. "You are the Un-American"
3. Lavender Scare- "Employment of Perverts"
4. Truman Doctrine

Day #5: Suburbanization and Urbanization, 1940s-1950s:

In this lesson, we will survey the growth of American consumer-orientated economy and culture as well as the rise of the suburbanization/urbanization divide.

WEEK FOUR: We Want Freedom!

Day #1: A Movement Begins 1950s-1960s:

On this day, we will survey the discuss the rise of the Civil Rights Movement among various groups. Beginning with the black experience, we will also cover the Chicano and Indigenous movements. We will emphasize the many and varied, multiple, and conflicting challenges to American "conservatism" represented in the creation of the Great Society and other government action on behalf of citizens.

Day #2: A Movement Begins, continued

Day #3: A Movement Begins:

We will discuss how these primary sources reflect the voices of citizens long denied democracy and freedom.

1. Fannie Lou Hamer, "Is This America"
2. Martin Luther King, "The Vietnam Speech"

Day #4: From Student Left and Vietnam to Counter Culture

Students will come to understand how the civil rights inspired activism among white citizens in America. These protests varied from the political to escapism expressed in the hippie culture. Ultimately, both movements represented another challenge to American domestic and foreign policy.

Day #5: From Student Left and Vietnam to Counter Culture

1. SDS Call for a March on Washington
2. President Lyndon Johnson, "Great Society"
3. Excerpt from Abbie Hoffman, *Steal This Book*

WEEK FIVE: The Backlash Decades, 1968- to Present

Day #1: Power to the People!

Students will study the rise of more radical iterations of the civil rights movement. These more militant approaches will inspire women and gay rights activists into the 1970s.

Day #2: Power to the People:

We will read and analyze how these documents reflect radical changes in activism.

1. Excerpt from *Stonewall: Riots that Sparked the Gay Revolution*
2. ERA Amendment 1923 and 1972
3. Excerpt from Richard Aoki, *Life and Times*, pgs. 23-35

Day #3: The 1970s: American Nadir:

Students will study how the 1970s symbolized the decline in American power and economic standing. Discussion will focus on the changes in the city, Nixon administration, and Nixon's eventual resignation from the presidency.

Day #4: The New Right to Present:

This lesson explores the conservative backlash to the counter-culture movements and to the New Deal. We will focus on the rise of the New Right to the present. Particular emphasis will be paid to the role that race played in creating conservative identity.

Day #5: The New Right to Present:

We will read and analyze how these documents reflect conservative thought and how it remains a part of conservative political rhetoric.

1. Letter to Representative Don Edwards
2. Excerpt from Falwell, *Listen America!*
3. Read and bring current newspaper articles on conservative politics in America

CLASS PARTICIPATION RUBRIC

Strong – 20 points: Student participates positively, offers relevant and thoughtfully constructed ideas and observations more than once per class period.

- ✓ Asks informed questions more than once per class period.
- ✓ Cooperative, polite, respectful toward classmates and instructor in every class period.
- ✓ Listens, incorporates ideas and builds on discussion and readings consistently.
- ✓ Offers useful comments, peer reviews, or information on primary sources
- ✓ Consistently attentive and no use of email, twitter, etc. in all classes.

Good- 15 points: Student participates positively, offers relevant and thoughtfully constructed ideas and observations once during the class period.

- ✓ Asks informed questions regularly.
- ✓ Cooperative, polite, respectful toward classmates and instructor in every class period
- ✓ Listens, incorporates ideas and builds on discussion and readings consistently.
- ✓ Peer reviews and general class statements occasionally helpful and primary source exchange comprehensive.
- ✓ Attentive and no use of email, twitter, etc. in all classes.

Fair- 10 points: Student participates positively, offers relevant and thoughtfully constructed ideas and observations but not often.

- ✓ Asks few or no informed questions.
- ✓ Cooperative, polite, respectful toward classmates and instructor in every class period.
- ✓ Listens, incorporates ideas and builds on discussion and readings on occasion.
- ✓ Peer reviews and general class statements sometimes helpful and primary source exchange generally useful.
- ✓ Attentive and no use of email, twitter, etc. in all classes.

Attendance Only – 5 points: Student does not positively participate or offers relevant and thoughtfully constructed observations only a few times during the semester.

- ✓ Asks little or no informed questions.
- ✓ Not cooperative, polite, respectful toward classmates and/or instructor in every class period.
- ✓ Never or rarely listens, incorporates ideas and builds on discussion and readings.

- ✓ No helpful critiques or information sharing
- ✓ Rarely attentive and use of email, twitter, etc. in class.

Selected Studies in United States History 1865 to present

AMH 2931, Summer 2019, June 24 to July 26

Course & Faculty Information

Lecturer: TBA

E-mail: TBA

Time: Monday through Friday

Teaching hour: 15

Office hours: Every Monday, time TBD (According to the teaching schedule)

Credit: 1

Course Description

This course is scheduled for individual students who wish to explore topics supplementary to the curriculum in United States History since 1865 (AMH2020).

Pre-reqs: To be taken in conjunction with United States History 1865 to present (AMH2020).

Measurable Course Objectives

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Place contemporary events in historical context.
- Understand the idea of causation.
- Differentiate among historical sources, e.g., primary as opposed to secondary sources.
- Understand how economic and political ideas are translated into programs and policy.
- Understand the challenges faced in America by minorities, especially American Indians, African Americans and women.
- Write coherent, fact based expository essays on historical topics.
- Think and write from a critical perspective.
- Identify and understand different points of view in a historical controversy

Textbook Information

There are readings required for this course. The professor will determine the literature selection based on student subject interest.

Attendance Policy

The College recognizes the correlation between attendance and both student retention and achievement. Per [College Policy 3.060](#) Students are expected to attend all classes, actively participate and complete all assigned course work for all courses for which they are registered. Overall grade will be reduced by one letter level if students reach 3 absences. Four or more absences may result in a failing grade.

Collegewide Student Learning Outcomes

The Collegewide Student Learning Outcomes assessed and reinforced in this course include the following:

- Communication
- Critical Thinking
- Scientific and Quantitative Reasoning

- Information Literacy
- Global Sociocultural Responsibility

Grading Scale:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = Below 60%

Course Content

Student will select a book or article to read from a list provided by the Professor. The student will read the books and/ or articles assigned and write an essay for each. Toward the end of the semester, the student will present her/his findings to the class.

Course Schedule

Week 1 Student selects book in consultation with the professor

Week 2 Student reads book/articles and works on essay

Week 3 Student read book/articles and works on essay

Week 4 Students give a formal presentation to the class

Week 5 Students submit final essay

Academic Integrity

As members of the Seminole State College of Florida community, students are expected to be honest in all of their academic coursework and activities. Academic dishonesty, such as cheating of any kind on examinations, course assignments or projects, plagiarism, misrepresentation and the unauthorized possession of examinations or other course-related materials, is prohibited. Plagiarism is unacceptable to the college community. Academic work that is submitted by students is assumed to be the result of their own thought, research or self expression.

When students borrow ideas, wording or organization from another source, they are expected to acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass-off such work as the student's own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized.

Students who share their work for the purpose of cheating on class assignments or tests are subject to the same penalties as the student who commits the act of cheating. When cheating or plagiarism has occurred, instructors may take academic action that ranges from denial of credit for the assignment or a grade of "F" on a specific assignment, examination or project, to the assignment of a grade of "F" for the course. Students may also be subject to further sanctions imposed by the judicial officer, such as disciplinary probation, suspension or dismissal from the College.

Students who share their work for the purpose of cheating on class assignments or tests are subject to the same penalties as the student who commits the act of cheating.

When cheating or plagiarism has occurred, instructors may take academic action that ranges from denial of credit for the assignment or a grade of "F" on a specific assignment, examination or project, to the assignment of a grade of "F" for the course. Students may also be subject to further sanctions imposed by the judicial officer, such as disciplinary probation, suspension or dismissal from the College.