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Office Hours: MW 1-1:50 or by
appointment
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HIST 232 10A, Spring 2007
MWF: 10:40-11:30 a.m.
Video Conference Room, Library

Syllabus: America at Home and in the World, 1877 to present

Course Description

This course will trace the history of the United States from war torn nation to global empire. We will study the major factors linked to America's dramatic growth since Reconstruction: industrial and financial development, conquest of the Western tribes, mass immigration, and foreign interventions. We will examine how the American government and its people have both struggled and benefited from the rapid pace of change over the last century. We will pay particular attention to how various groups and individuals have sought to redefine key American values such as liberty and freedom in light of national expansion, both at home and abroad. Lastly, we will analyze key political and cultural debates from a variety of perspectives through the close examination of primary source documentation.

Required Readings: These books are available at the campus bookstore.

1. Anzia Yezierska, Bread Givers
2. Studs Terkel, The Good War
3. Anne Moody, Coming of Age in Mississippi
4. Stephen Kinzer, All the Shah's Men
5. Colon and Jacobson, The 9/11 Report: A Graphic Adaptation

Primary documents and journal articles on E-Reserves.

Recommended: Mary Lynn Rampolla's *A Pocket Guide to Writing in History* (Library Reserve)

Grading:

Class Participation/Attendance (15%); Historical Identification Exam (10%) given on February 19; Midterm Essay Exam (15%) given on March 23; Essay on Moody, *Coming of Age*, due at the beginning of class on April 9 (10%); Quizzes (20%); Final Exam (30%) given on May 8. All assignments as well as your final course grade will be based on the +/- system. I will provide study questions for the midterm and final exams one week prior to each exam.

Policies of the Instructor

1. I encourage you to meet with me for any academic assistance and am eager to help you. Please make full use of email to contact me with any questions about course material or assignments. In addition, advise me immediately if you require accommodation for disabilities or because English is your second language.
2. Communication amongst students, and between students and the instructor, will be conducted respectfully at all times. In addition, NO using cell phones or music players, eating, or casual conversation during class. These actions are extremely disruptive and constitute inappropriate classroom behavior. Repeated inappropriate conduct will result in a failing grade.
3. I will take roll every day. Students arriving after roll will be marked absent. Two absences are permitted without penalty; each absence after that results in a deduction of one letter grade from your participation grade. When you miss a class, you are responsible for obtaining lecture notes and assignments.
4. Complete your reading or other homework on the date assigned. Be fully prepared as I will call on students by name. If you do not understand words, look them up in the dictionary. Also, consult maps for the geographical context of historical events.

5. Hand in all written work on the assigned date at the start of class. I will deduct a letter grade for each day a paper is late after the due date.

6. No make-ups of the midterm unless there are significant circumstances (medical or family emergency) and prior arrangements have been made. The make-up will be held on the final day of classes (April 30). You may not make-up the final exam.

7. All exams and papers must be a student's own work product. I will refer incidents of cheating to the university Honor Council.

Learnlink

We will have a class conference on Learnlink that corresponds to this course. I will post the syllabus, all assignments, and any other important notices. Make sure you check the site regularly for updates. Note: E-mails are not private. Your messages can be printed out, and they can be sent on to others as forwarded messages. Do not write anything that you would be embarrassed to have circulated to a wider audience than intended.

Proper use of Sources

Just like a professional writer in any field, you must produce your own work product in this class. Appropriating others' words or research without giving them proper credit is an act of theft. Copying also undermines your own educational experience. College is perhaps the one place where you have the ability to test your ideas in a supportive environment. If you steal someone else's identity, you are missing this important step in the learning process.

The key thing to remember is that ***you must be the sole author of your work, but when you rely on others for information or ideas, you are obligated to let the reader know what that source is.*** Credit your sources by using quotation marks and citations in your footnotes or bibliography. You must also cite a source that you have paraphrased or are commenting on, no matter where you have acquired the information (including internet sources). Should you have any questions about using proper citations, you should consult with your instructor, Chapter 5 in Rampolla's *Pocket Guide to Writing* or the American Historical Association's "Statement on Plagiarism" (on reserve in the Oxford College library).

Also, please note that you are responsible for upholding the Oxford College Honor Code. For details, please see pages 98-101 in the Oxford College 2006-2007 Catalog.

SCHEDULE

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| Jan. 17 | Introduction to Course | |
| Jan. 19 | Reconstruction | E-Reserves |
| Jan. 22 | "Redemption" and Segregation | E-Reserves |
| Jan. 23 | Last day to change courses | |
| Jan. 24 | Industrial America | E-Reserves |
| Jan. 26 | Carnegie: The Richest Man In the World | E-Reserves |
| Jan. 29 | How the West was Won | E-Reserves |
| Jan. 31 | How the West was Lost | E-Reserves |
| Feb. 2 | Immigration & Migration | <i>BreadGivers</i> E-Reserves |
| Feb. 5 | Immigration Restriction | E-Reserves |
| Feb. 7 | <i>Breadgivers Quiz & Discussion</i> | <i>Breadgivers</i> |

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| Feb. 9 | Progressive Reform | E-Reserves |
| Feb. 12 | Presidential Reform | E-Reserves |
| Feb. 14 | Overseas Imperialism | E-Reserves |
| Feb. 16 | “The White Man’s Burden” and its Critics | E-Reserves |
| Feb. 19 | Historical Identification Exam: Covering Reconstruction through Progressive Reform, E-Reserves readings, lectures and Yezierska. Includes geography, events, people, important terms and visual images. | |
| Feb. 21 | World War I & Wilsonianism Last day for dropping courses without academic penalty | E-Reserves |
| Feb. 23 | Roaring Twenties | E-Reserves |
| Feb. 26 | Political Fundamentalism The Scopes Trial | E-Reserves |
| Feb. 28 | Great Depression | E-Reserves |
| March 2 | FDR & New Deal | E-Reserves |
| March 5 | Isolation vs. Intervention | E Reserves |
| March 7 | Second World War | “The Good War” |
| March 9 | WWII – The Home front | “The Good War” |
| March 12 – March 16 | NO CLASSES. ENJOY YOUR SPRING BREAK! | |
| March 19 | The Bomb | “The Good War” |
| March 21 | Cold War | E-Reserves |
| March 23 | MID-TERM ESSAY EXAM covering Reconstruction though WWII, E Reserve readings, Yezierska, Terkel and lectures through March 9. | |
| March 26 | The Nuclear Age | <i>All the Shah’s Men</i> |
| March 28 | Reading Quiz & Discussion , All the Shah’s Men | |
| March 30 | Global Anti-Communism | <i>All the Shah’s Men</i> |
| April 2 - April 6 | NO CLASSES Read <i>Coming of Age</i> , chapters 1-18; E-Reserves reading Essay Assignment: Choose a passage of any length from your reading and write a 5-page essay in which you explain 1) Why this passage struck you as interesting, important, shocking, or particularly revealing; 2) What this passage reveals about the Civil Rights Movement. Note: You may use two secondary sources (scholarly articles or books to provide context for your essay. However, your primary source should be Moody’s book. | |
| April 9 | Civil Rights Movement: 50s | <i>Coming of Age</i> |
| April 11 | Civil Rights Movement: 60s | <i>Coming of Age</i> |
| April 13 | <i>Coming of Age</i> Discussion | <i>Coming of Age</i> |
| April 16 | Vietnam: Roots of the Conflict | E-Reserves |
| April 18 | American’s Longest War | E-Reserves |
| April 20 | Rebellion and Reaction | E-Reserves |
| April 23 | Post Cold War: “The End of History?” | E-Reserves |
| April 25 | U.S. & the Persian Gulf | E-Reserves; <i>9-11 Graphic History</i> |

April 27

Quiz and Discussion 9-11 Graphic History

9-11 Graphic History

April 30
(Last Day of Class)

The “War on Terror”

9-11 Graphic History

May 2

Reading Day

May 8

**Final Exam: Short Answer and Essay,
2-5 p.m.**