

HIST 208

History of the USA II

“History, despite its wrenching pain, cannot be un-lived, but if faced with courage, need not be lived again.”
— Maya Angelou, “On the Pulse of Morning”

Course Description:

This course surveys the history of the United States from the late 19th century to the present day. Topics include the Indian Wars, Immigration, Progressive Era Reform, the Great Depression and New Deal, the World Wars, the Cold War, the Civil Rights Movement, and the War on Terrorism. (3 credits)

Professor Information & Course Schedule
<p>Jessi Zimmerman, MLIS, MA Email: jessica.zimmerman@blc.edu Class Duration: January 6, 2019 – May 7, 2019 Classroom: Moodle</p>

Required Texts:

Foner, Eric. *Give Me Liberty: An American History; Volume 2: From 1865*. New York: W. W. Norton & Company, 2014 (Seagull 5th Ed.).

Find it on Amazon here: <https://amzn.to/2Sq71dE>

Other handouts and materials as assigned.

Please Note: It will be very important that you do the assigned readings in this class. While specific people and events will be covered in some degree by lecture videos, much of the in-class material will focus on specific elements and events. This means that you will need to rely a good deal on the required texts for a clear understanding of the narrative surrounding these events.

Relation to Students' Curricular Needs:

- required for the B.A. in History and the History Minor (C+ minimum)
- required for the B.A. in Broad Field Social Science (C+ minimum)
- required for the B.A. in Elementary Education (C+ minimum)
- elective for a B.A. in Liberal Arts (History Concentration)
- satisfies Minnesota State Teaching Licensure standards (Elementary and Secondary Education)
- satisfies a General Education Core Requirement (Understanding History and Literature)



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Specific Course Objectives:

For students to gain not only a broader, but also a deeper knowledge of U.S. history as shown in the writings, music, artwork, etc. of the era. This will be achieved especially through the use of multimedia.

For students to better understand the early historical events and the role of those events in the creating and shaping of the country. This will be achieved through the use of examining both historical documents and modern commentary, resulting in a well-rounded perspective.

For students to recognize the place in which people, places, and events in early U.S. history have on the broader historical narrative. This will be achieved through lecture and various videos.

At the end of this course, students should have a well-rounded knowledge of early U.S. history and should be able to explain how these past events shaped the world as we know and experience it on a day-to-day basis.

General Education Learning Outcomes (GELOs) for #2a: History

1. Demonstrate an ability to analyze primary sources, interpreting them from both internal evidence as well as external contextual clues.
2. Demonstrate an ability to interpret people, ideas, or events in light of the social and political context shaping them.

Program Learning Outcomes of the History Dept. (HIST-PLOs)

1. **People to Identify:** To identify the values and goals of important people of the past as they sought to influence their world.
2. **Concepts to Understand:** To identify chief characteristics of past world civilizations.
3. **Events to Explain:** To explain the roles of people, ideas, institutions, and actions in shaping historical developments.
4. **Documents to Interpret:** To apply critical thinking skills to the analysis of primary and secondary sources, including both written and visual media.
5. **Places to Locate:** To summarize the human and physical geography of major world civilizations, from ancient times to the present.
6. **Turning Points to Remember:** To formulate a broad, historical perspective on world history, in order to become an historically informed participant in present-day American and global civic life.
7. **Techniques for Communicating:** To polish with professional competence a work of formal academic writing, including documentation in the accepted style of the discipline, and to present a summary of one's research orally.



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8. **Disciplines to Integrate:** To demonstrate an ability to integrate multiple social studies disciplines (e.g., economics, political science, sociology, psychology) into the study of history.

Methods and Discussion Expectations:

This class is entirely an online course. The course will be broken down into 16 weeks. **Monday is the beginning of the week and Sunday is the end of the week.** The primary method of instruction will be lecture videos and class discussion. Each week will cover one or two broad topics. The current week plus the next three weeks will be open for those who want to work ahead. But, remember, you still have to participate in the current week's discussion so do not get too far ahead of the class.

Active participation in the forums is required. It is expected that you will do the readings, watch the lecture video(s), and look over other supplemental materials before participating in the forum discussions. Please read all assigned books and articles carefully so that your postings are well-supported. Contributions to class discussion should be thoughtful, yet concise. Obviously, spirited exchange is welcome as we discuss these historical events, but it is important to keep out current bias and other opinions. You will be expected to post **at least three times** each week and **not all within one hour** (or thereabouts). Steady participation will be recognized. That is, do not post 3 times late on the final evening – try to check in to the discussion several times each week. If you cannot post due to illness, travel, or other issues, please email me.

Each week there will be a few questions/prompts from what we cover that week. Of the three mandatory posts each week, **one post** should be your own response to one of the proposed questions/prompts from the instructor. **This post should be up by Thursday evening.** The **other two mandatory posts** are to be your comments/questions/response to other classmates' posts. Additionally, remember to acknowledge other classmates' responses to your post.

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Rubric for Assessment of Discussion Posts (up to 5 pts. per session, 50 pts. total):

Ten random weeks will be chosen for grading.

Distinguished – 5pts	Proficient – 4pts	Basic – 3-2pts
Always well prepared for discussion. Evident that individual has completed reading the entire assignment prior to discussion session. Engages classmates in dialog that adds significant dimension to discussion.	Prepared for discussion most of the time. Evident that individual completed most of the reading prior to discussion session. Comments are mostly well supported and show above average thought. Supports and engages classmates.	Prepared for discussion sometimes. It was not evident that student completed reading prior to discussion period. Comments show little thought.
Exhibits positive, supportive attitude toward topic, class members, and discussion process.	More often than not exhibits a positive attitude toward topic, class members, and discussion process.	Sometimes exhibits a positive attitude toward topic, class members, and discussion process.
Consistently contributes to discussions in messages of constructive length—not too brief, not too wordy. Posts steadily throughout the week, not on the weekend only.	More often than not contributes to discussions. Most posts are made late in the week.	Sometimes contributes to discussions. Late contributions to the discussion (weekend only).

1pt. for fewer than 3 posts during the session, w/ basic level content; **0pts.** for no participation

Assignments and Coursework:

Unit Tests

There will be a test after we complete each unit. There will be no final exam – it will be a Unit 4 exam instead. The exams are comprised of multiple choice, matching, true and false, short answer, and long essay that will require critical thinking and analysis. All tests will be administered through Moodle and you are able to use your textbook. Each test is timed.

Movie Review

Early in the semester, a list of movie titles will be given in which each student picks one to do a movie review on. A good movie review is more than just a summary of the film. In your review, I expect you to critically analyze the movie’s content and discuss the pros and cons of the

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movie. Keep the summary of the movie to a paragraph at most. The length of the review should be 4-5 pages (double spaced). Be concise! [Rubric to follow.]

A good movie review contains five crucial elements:

- A movie's scholarly citation, using the proper bibliographic form - Chicago or Turabian style (use Purdue's [OWL](#) to assist in creating the proper citation).
- A brief introductory paragraph that provides context, sets the movie within the larger field, or states a question to be answered. Never jump right into the summary.
- A brief summary of the movie's contents, in a few paragraphs. If you have to cut anything, this is where to cut.
- The historical accuracy of the film. You will have to do additional research into the event(s) or person (people) covered in the film. At **least** 4 additional sources beyond the movie – one of these needs to be in print. **No 'popular' sources allowed.** Use the [History LibGuide](#) and the [Research 101 LibGuide](#) for assistance.
- These sources **MUST** be cited in your review and a proper "Work Cited" page should follow your review.
- Your evaluation of the movie in a final paragraph noting its strengths and weaknesses as well as its usefulness (but not whether you liked it, or found it boring, or thought it was too hard to follow). A sentence or two does not comprise a sound evaluation.

Biography of a Secondary Character

Within the first few weeks of class, students will select a historical person from a list provided by the instructor. These names are people who I like to call 'secondary' characters – meaning they are not Franklin Roosevelt, George Patton, etc... Instead, they are people who played an important role in the overall story of the U.S. You will have to research the person you randomly pick and hand in a 3-5 page biography. The biography needs to include not just the pertinent information (who they are, where they lived, etc....) but, also, why they are important in this historical narrative.

Rubic: <https://goo.gl/MnEDvJ>

Primary vs. Secondary Sources

Pick a topic during the time period covered within this semester and find 5 primary sources and 5 secondary sources. Once you have your sources, list them in bibliographic format using [Chicago or Turabian](#).

Note: Your topic needs to be specific or narrowed down. For example, don't just chose "World War II" as your topic. Instead, narrow it down and use a topic such as "Naval Actions in the Pacific Theater."



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Course Calendar:

PART I: America's Gilded Age – World War I

Week 1: January 7 (Monday) - January 12

Topics: Introduction; America's Gilded Age, 1870-1890

Read: *Liberty, Chapter 16*

Week 2: January 13 - January 19

Topics: Freedom's Boundaries, at Home and Abroad, 1890-1900

Read: *Liberty, Chapter 17*

Week 3: January 20 - January 26

Topics: The Progressive Era, 1900-1916

Read: *Liberty, Chapter 18*

Week 4: January 27 - February 2

Topics: World War I

Read: *Liberty, Chapter 19 up to "Who is an American?" (pg.744)*

Due: Primary vs. Secondary Sources (Feb. 2)

Week 5: February 3 - February 9

Topics: World War I

Read: *Liberty, Chapter 19 (rest of chapter)*

Due: Exam on Part I

PART II: The Twenties– World War II

Week 6: February 10 - February 16

Topics: The Twenties to the Great Depression

Read: *Liberty, Chapter 20*

Week 7: February 17 - February 23

Topics: The New Deal

Read: *Liberty, Chapter 21*

Week 8: February 24 - March 1

Topics: World War II

Read: *Liberty, Chapter 22 up to "The American Dilemma" (pg. 872)*

Week 9: March 2 - March 8



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Topics: World War II

Read: *Liberty, Chapter 22 (rest of chapter)*

Due: Exam on Part II

PART III: Cold War – The Sixties

Spring Break: March 9 - March 15

Topics: NONE

Read: NONE

Work on Biography of a Secondary Character

Week 10: March 16 - March 22

Topics: The U.S. and the Cold War

Read: *Liberty, Chapter 23*

Due: Biography of a Secondary Character (March 22)

Week 11: March 23 - March 29

Topics: An Affluent Society

Read: *Liberty, Chapter 24*

Week 12: March 30 - April 5

Topics: The Sixties

Read: *Liberty, Chapter 25*

Due: Exam on Part III

PART IV: Nixon - Obama

Easter Week: April 6 - April 12

Topics: NONE

Read: NONE

Work on Movie Review

Easter Week: April 13 - April 19

Topics: The Triumph of Conservatism,

Read: *Liberty, Chapter 26*

Week 14: April 20 - April 26

Topics: Globalization and Its Discontents

Read: *Liberty, Chapter 27*

Due: Movie Review (April 26)



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Week 15: April 27 - May 3

Topics: A Century and New Crises

Read: *Liberty, Chapter 28*

Week 16: Finals Week: May 4 - May 7 (Thursday)

Due: Exam on Part IV

Grading System:

Unit Exams – 120 points (30 points each)

Class Discussion – 50 points

Movie Review – 30 points

Biography of a secondary character – 30 points

Primary vs. Secondary sources – 20 points

Total – 250 points

Importance of Turning in Assignments on Time:

Assignments are due by 11:55 p.m. on the dates indicated above. *If a student anticipates difficulty completing an assignment on time, he or she should request a deadline extension well in advance of the due date.* Unless a student receives an extension, a 5% grade deduction per day will be assigned to any late assignment. If, after 7 days, an assignment is still not turned in, the assignment will be given a grade of 0.

Plagiarism Policy:

Plagiarism may be defined briefly as the presentation of another's original work as if it is one's own, whether by copying exact wording, using similar phrasing, or pursuing a similar course of argument. Avoiding plagiarism in essays generally requires nothing more than giving credit where credit is due, by referring the reader to the original source and placing quotation marks around any copied language. Students who commit an act of plagiarism risk a failing grade for the assignment or exam and for the entire course, and even expulsion from the college. The instructor will follow whatever due process policies are established by the college, both for the sake of the student and for the integrity of the college as an academic institution that respects the intellectual property rights of others.