
HIST 152

United States Since 1877

COURSE DESCRIPTION & OBJECTIVES

This course is a broad-based survey of the history of the United States from the end of the Civil War to the present day. After completing this introductory course, the student will be able to:

- Identify and trace the nature and development of the United States and its people, focusing on such pivotal events as the emergence of Jim Crow laws, the conquest of the West; the rise of the business and leisure class; progressivism and the First World War; the Depression; World War II and its aftermath; Americans' responses to the Cold War; the quests for racial justice and equal rights for women; the cultural crises of the 1960s and 1970s; and the ongoing political and social challenges of our own time. In addition, we will examine a number of cultural developments that profoundly affected the nation's history and identity. Among these are the creation of a distinctive American identity; immigration and assimilation; the mythic significance of the land; the crucial influence of women and minority groups; the impact of science and technology; and the tremendous influence of religion on American society.
- Generate a short argumentative piece with relevant statements and facts.
- Critically select relevant sources to support their argumentation.
- Effectively cite their sources to demonstrate intellectual honesty.
- Maintain professional correspondence with peers and instructors.

FORMAT

This course will be exclusively online. There will be:

- NO LECTURES. Instead, you will be in charge of meticulously reading and gathering facts and concepts from the reading assignments.
- NO MIDTERM OR FINAL EXAM. Instead, you will have weekly assignments (except during Dead Week).
- ONLINE COLLABORATIVE WORK, such as Zoom discussions to get you started on your short essays.
- ONLINE INDIVIDUAL WEEKLY QUIZZES. You will take them on BS at any point you want, as long as you complete them before Fridays, 12PM.
- ONLINE SHORT ESSAYS to reflect on a set of historical documents.

GRADING DISTRIBUTION

- 13 best QUIZZES (out of 15) for a total of 60% of your grade.
- 8 best ESSAYS (out of 10) for a total of 40% of your grade.

There will be opportunities for the class to earn an extra-credit. It will be a collective effort, with a collective reward. These will be announced by email.

Spring 2022 – CRN: 57229
Instructor: **Dr. Dorothée Bouquet**
E-Mail: dbouquet@purdue.edu
Student Hours: online by appointment

This course is on BrightSpace (BS) at

Purdue.brightspace.com

Required Material

John Mack Faragher, Mari Jo Buhle, Daniel H. Czitrom, Susan H. Armitage, *Out of Many* Brief, Volume 2, 9th Edition (2019)

ISBN: 9780135233368
(includes Revel access code, needed for this course)

[Instant access link for Revel](#): \$69.99

Milestones

DAY, TIME TBA

Participate in a Zoom discussion to help you prepare your essay.
(See Doodle in the Week 1 folder)

FRIDAYS, 12 PM (NOON)

- Submit your Essay
 - Deadline for the Weekly Quiz
-

JANUARY 24TH, 12PM (NOON)

Complete the ICP activity in the folder W1 on BS for the Initial Course Participation

All deadlines are set on EST.

ACADEMIC PROCEDURES AND REGULATIONS

Attendance & Absences

The University expects that students will attend online and traditional classes for which they are registered. At times, however, either anticipated or unanticipated absences can occur, especially with the current pandemic unfolding worldwide. Therefore, I will drop the lowest 2 quiz and discussion grades out of everyone's final grade, so that everyone can skip 2 weeks of assignments if they need. If a student needs accommodation for more than two weeks of absence, they will have to contact the Office of the Dean of Students at (765) 494-1747 to discuss needs for support.

In the Event a Student is Quarantined/Isolated

If you become quarantined or isolated at any point in time during the semester, in addition to support from the Protect Purdue Health Center, you will also have access to an Academic Case Manager who can provide you academic support during this time. Your Academic Case Manager can be reached at acmq@purdue.edu and will provide you with general guidelines/resources around communicating with your instructors, be available for academic support, and offer suggestions for how to be successful when learning remotely. Importantly, if you find yourself too sick to progress in the course, notify your academic case manager and notify me via email or Brightspace. We will make arrangements based on your particular situation. The Office of the Dean of Students (odos@purdue.edu) is also available to support you should this situation occur.

Initial Course Participation

I am required to report your "Initial Course Participation" to the Registrar's Office by 1/24, 12PM. To be "attending" this course, you need to complete your ICP activity, located in your W1 folder on BS. If you do not complete it by the due date, you will be reported as "absent".

Accommodations

Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247.

Learning climate

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach their own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Purdue's nondiscrimination policy can be found [here](#). This means that we will not tolerate behaviors that deny the existence or experience of others in this course. It is my prerogative to redirect such disruptive, harassing, disrespectful behavior to the Dean of Students.

Grading Scale

A+ = 97 – 100%
A = 94 – 97%
A- = 90 – 94%
B+ = 87 – 90%
B = 84 - 87%
B- = 80 – 84%
C+ = 77 – 80%
C = 74 - 77%
C- = 70 – 74%
D+ = 67 – 70%
D = 64 - 67%
D- = 60 – 64%
F= 0 –60%

This course is not graded on a curve.

Disclaimer

In the event of a major campus emergency, the above requirements, deadlines, and grading policies are subject to changes that may be required by a revised semester calendar. Any such changes in this course will be posted once the course resumes on BrightSpace or can be obtained by contacting the professor via email.

Land Acknowledgment

Before we begin today, we would like to acknowledge the ancestral home of the first people who lived on the land Purdue University now occupies. There are no monuments, signs, or named building that acknowledge the first people. We should do better. We must do more. The least we can do today is acknowledge those ancestral and historic people, including the Potawatomi and Miami, and acknowledge them for being the first stewards of this land.

Purdue Honors Pledge

As a boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue.

Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breaches of this value by emailing integrity@purdue.edu. While information may be submitted anonymously, the more information that is submitted provides the greatest opportunity for the university to investigate the concern.

HOW TO FOSTER A GOOD RELATION WITH YOUR ONLINE INSTRUCTOR AND TEACHING ASSISTANT

KEEP IN TOUCH WITH YOUR INSTRUCTOR

- Inform me of your need(s) for accommodation: longer absence than 2 weeks? Unreliable access to internet?
- Inform me if you are graduating at the end of the semester

BUT BEFORE EMAILING YOUR INSTRUCTOR:

- Read the syllabus and the assignment guidelines. Check the Q/A forum on BrightSpace. Your question may already be answered.
- Read the feedback we give you for each of your writing assignments on Gradescope
- Email me directly if you want to discuss an absence, or accommodations for a disability.
- If you have a technical issue (for ex: you can't log in), contact ITAP at itap@purdue.edu and copy me in the email.

BE SPECIFIC AND USE A PROFESSIONAL TONE:

- Include “**HIST 152**” in the subject line (I teach other surveys)
- Address me as “Dr. Bouquet”
- Introduce yourself
 - your name (which you can set on MyPurdue)
 - your class (I teach several online classes at the same time)
 - your pronouns (mine are she/her/hers)

TIPS FOR SUCCESS

- Type and **save all of your writing assignments on a separate document** (such as a Word Document, backed up on your Purdue Career Account). Why? In case your submission does not go through and gets lost/erased.

Mental Health

- If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try [WellTrack](#)
- If you need support and information about options and resources, please see the [Office of the Dean of Students](#) for drop-in hours (M-F, 8 am- 5 pm).

If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. Such individuals should contact [Counseling and Psychological Services \(CAPS\)](#) at (765) 494-6995 and on the website during and after hours, on weekends and holidays, or by going to the CAPS office of the 2nd floor of PUSH during business hours.

Basic Needs Security

Primarily through the Dean of Students Office, Purdue has a range of ways to support students through times of struggle and insecurity. In addition to highlighting the availability of the Dean of Students, you may also want to familiarize yourself with some of the following resources:

- [ODOS overall resources portal](#) and the [Critical Need Fund](#).
- [Student of concern reporting](#) (anyone on campus can submit a report if they are unsure where to go or in what way they can help a student - it does not need to be an emergency).
- The [ACE Campus Food Pantry](#) (open to the entire Purdue community)
- The [Center for Advocacy, Response & Education](#) (open to the entire Purdue community) “provides support and advocacy for survivors of sexual violence, dating violence, and stalking.

SCHEDULE:

Date	Assignments	Administrative
Week 1 (1/10 - 1/14): Meet and Greet	<ul style="list-style-type: none"> Read Syllabus Complete your Doodle Survey by 1/14, 11.59 pm Complete your ICP activities (Syllabus + set up your notifications) by Friday, noon [with a 7-day grace period until 1/21] 	
Week 2 (1/18–1/21): Reconstruction, 1863-1877	<ul style="list-style-type: none"> Read Chapter 17 Join the W2 Discussion on Zoom (date, time TBD via Doodle) Complete W2 Quiz + W2 Essay by Friday, noon 	<p>1/17: Martin Luther King Jr Day – No class</p> <p>1/18: Last Day to register without a late fee</p>
Week 3 (1/24–1/28): Conquest and Survival: The Trans-Mississippi West (1860-1900)	<ul style="list-style-type: none"> 1/24, 12pm: Make sure that you have submitted your ICP activity (See Week 1) Read Chapter 18 Friday, 12pm: W3 Quiz (No W3 Discussion/Essay) 	1/24: Last Day to Cancel a Course Assignment Without It Appearing On Record
Week 4 (1/31–2/4): Production and Consumption in the Gilded Age, 1865-1900	<ul style="list-style-type: none"> Read Chapter 19 W4 Discussion Friday, 12pm: W4 Quiz + W4 Essay 	
Week 5 (2/7–2/11): Democracy and Empire, 1870-1900	<ul style="list-style-type: none"> Read Chapter 20 W5 Discussion Friday, 12pm: W5 Quiz + W5 Essay 	2/7: Last Day To Withdraw a Course With a Grade of W or To Add/Modify a Course With Instructor and Advisor Signature
Week 6 (2/14–2/18): Urban America and the Progressive Era, 1900-1917	<ul style="list-style-type: none"> Read Chapter 21 W6 Discussion Friday, 12pm: W6 Quiz + W6 Essay 	2/21: Last Day For Grade Correction For Fall Semester 2021
Week 7 (2/21–2/25): A Global Power: The United States in the Era of the Great War, 1901-1920	<ul style="list-style-type: none"> Read Chapter 22 W7 Discussion Friday, 12pm: W7 Quiz + W7 Essay 	
Week 8 (2/28-3/4): The Twenties, 1920-1929	<ul style="list-style-type: none"> Read Chapter 23 Friday, 12pm: W8 Quiz (No W8 Discussion/Essay) Extra-Credit: Mid-Semester Survey 	
Week 9 (3/7–3/11): The Great Depression and the New Deal, 1929-1940	<ul style="list-style-type: none"> Read Chapter 24 W9 Discussion Friday, 12pm: W9 Quiz + W9 Discussion 	<p>3/11: Last Day to Withdraw from a Course with a W or WF grade</p> <p>3/11: Last Day to Add/Modify a Course With Instructor, Advisor and Department Head Signature</p>
3/14 – 3/19		SPRING BREAK – No Classes
Week 10 (3/21–3/25): World War II, 1941-1945	<ul style="list-style-type: none"> Read Chapter 25 W10 Discussion Friday, 12pm: W10 Quiz + W10 Essay 	

Week 11 (3/28–4/1): The Cold War Begins, 1945-1962	<ul style="list-style-type: none"> • Read Chapter 26 • W11 Discussion • Friday, 12pm: W11 Quiz + W11 Essay 	
Week 12 (4/4–4/8): America at Midcentury, 1952-1963	<ul style="list-style-type: none"> • Read Chapter 27 • W12 Discussion • Friday, 12pm: W12 Quiz + W12 Essay 	
Week 13 (4/11–4/15): The Civil Rights Movement, 1945-1966	<ul style="list-style-type: none"> • Read Chapter 28 • W13 Discussion • Friday, 12pm: W13 Quiz + W13 Essay 	
Week 14 (4/18–4/22): War Abroad, War at Home, 1965-1974	<ul style="list-style-type: none"> • Read Chapter 29 • Friday, 12pm: W14 Quiz • (No W14 Discussion/Essay) 	
Week 15 (4/25–4/29): The Conservative Ascendancy, 1974-1999	<ul style="list-style-type: none"> • Read Chapter 30 • (No W15 Discussion/Essay) • Quiz postponed to the following Monday because of Dead Week. 	4/30: Classes end Dead Week
Week 16 (5/2–5/6): Inequality in the Global Age, 1992-Present	<ul style="list-style-type: none"> • Monday, 12pm: W15 Quiz • Read Chapter 31 • Friday, 12pm: W16 Quiz (No W16 Discussion/Essay) • Extra-credit: Course Evaluation 	5/2-5/7: Final Exams 5/7: Semester Ends 5/10: Grades Due

ACADEMIC DISHONESTY

Cheating, plagiarism, and other dishonest practices will be punished as harshly as Purdue University policies allow.

In accordance with Purdue's statement on academic dishonesty, we will report these following activities (starting with the first offense) as **academic dishonesty to the Office of the Dean of Students**:

- discussing or sharing any part of the quiz with a classmate before the deadline.
- having someone take your quiz on your behalf or taking the quiz under someone else's name.
- having someone else writing your assignment or writing someone else's assignment.
- plagiarizing the assigned readings without proper acknowledgment (with citations)

For the sake of this course, the following will **not** be considered to be dishonest:

- using your own notes or the e-book during a quiz.
- discussing concepts and ideas you might include in a writing assignment.
- using facts and ideas from a third party (publication, website, etc) as long as it is properly attributed to the third party in your citations and footnotes.

PLAGIARISM

Plagiarism refers to the **reproduction of another's words or ideas without proper attribution** in your writing assignments (Discussion posts). Plagiarism and other forms of academic dishonesty are **serious offenses**, and will be treated as such in this class. You are expected to produce your own work and to accurately cite all materials you have used.

In particular, these actions will be considered to be plagiarism:

- using words and phrases from the textbook/reading material without quotation marks and a page reference after the quote.
- using ideas, concepts, or definitions from the textbook without a page reference at the end of the sentence.
- paraphrasing too close to the original text (even with a reference)
- using words or ideas from another source without proper references in a footnote.

EXAMPLES OF PLAGIARISM

Case # 1: "Blatant Plagiarism"

Student's text: The South was financially devastated by the Civil War.

Textbook: "Physically and financially devastated by the Civil War, the South remains economically stagnant, its per capita wealth only 27 percent of that of the northeastern states." (*Out of Many*, p. 440)

Why is this plagiarism? The student did not acknowledge that s/he borrowed the phrasing "financially devastated by the Civil War" from John Faragher, the author of the textbook. By omitting the in-text citation, the student implicitly suggested that the phrasing was their own. In addition, the student misrepresented Faragher's statement by oversimplifying it. Misrepresenting

Repercussions for Academic Dishonesty:

See list of offenses on the left.

Repercussions for Plagiarism:

1st offense = 0 on the assignment for the following cases:

- Quoted from the textbook or from another source **without quotation marks or page numbers**
- Paraphrased the textbook or another source **without proper references in a footnote**
- Provided an **incomplete citation** that made it impossible for the reader to track down the source

2nd offense = 0 on the assignment + report to the Dean of Students.

- Quoted from the textbook or from another source **without quotation marks or page numbers**
- Paraphrased the textbook or another source **without proper references in a footnote**
- Provided an **incomplete citation** that made it impossible for the reader to track down the source

Citation Style for History:

Chicago Manual of Style

<http://www.chicagomanualofstyle.org/home.html>

someone's point is not plagiarism, but it shows a poor understanding of the material.

How to fix this

- Option # 1: introduce the author of the phrasing, use **quotation marks** and add an in-text citation

According to John Faragher, the Civil War revealed a “physically and financially devastated” South, both in terms of economy and infrastructure (*Out of Many*, p. 440)

- Option # 2: introduce the original author, **paraphrase** in your own words and add an in-text citation

As John Faragher argued, the Southern states came out of the Civil War with a sinister economic outlook (*Out of Many*, p. 440)

Case # 2: "Incomplete reference"

Student's text: An article on European slave trade, *The European slave trade*, describes a result of this business, “As an indication of this, in Victorian Britain one of the units of currency was the guinea because Guinea, a region in West Africa, was a source of riches.”

Why is this plagiarism? While the student indicated that he used someone else's wording with quotation marks, they failed to provide their source. In this case, the student used an online page, which s/he should have referenced in a footnote.

How to fix this

- insert a footnote at the end of your quote.
- format your footnotes as described in the right column.

How to Insert, Delete, or Edit Footnotes in Microsoft Word:

<http://office.microsoft.com/en-us/word-help/insert-delete-or-edit-footnotes-and-endnotes-HP001226522.aspx>

How to Format a Footnote:

- **Book:** [First Name] [Last Name], *Title* (Place of publication: Publisher, date), page numbers.

Example: Michael Pollan, *The Omnivore's Dilemma: A Natural History of Four Meals* (New York: Penguin, 2006), 99-100.

Same for the textbook: John M. Faragher, Mari J. Buhle, Daniel Czitrom, Susan H. Armitage, *Out of Many: A History of the American People*, Vol. 2, p. #.

- **Article:** [Last Name], [First Name]. “Title of the Article.” *Journal Title*, Volume, no. Issue (Year/Date): page numbers.

Example: Phillips, David. “Aspects of Education for Democratic Citizenship in Post-War Germany.” *Oxford Review of Education* 38, no. 5 (2012): 567–581.

- **Internet source:** link, (Date)