

U.S. History Since 1877

HIST 152-Y 02/04

Eight Week Course

Spring 2013

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Office Hours: Tuesday, 2:30-3:30 via live chat

Requirements of Online Learning: This online course requires self-discipline and independence. You need access to a computer and basic internet and computer skills. You should have access to a back-up computer (e.g. computer labs, libraries) if your personal computer breaks down. Your computer will need to be Flash enabled to access lectures, and it is the student's responsibility to secure access to a reliable internet connection. If you experience technological issues, contact ITAP for assistance. The time requirements for this class are based on the same formula as for a traditional class and you should set aside at least two hours every week to work on this class.

Course Description: This course will examine the history of the United States from the end of reconstruction in 1877 to the election of Bill Clinton in 1992. The course will study a variety of factors in the long narrative of U.S. history, in particular we will discuss the industrial development of the nation, changes in society and culture, and the emerging presence of the U.S. on the world stage. The course will cover in greater depth the growth of the Federal Government, the fight for civil rights for African Americans, women's search for equality, and the changes in American foreign policy. By taking this class you will have a good understanding of how things changed in the United States over a period of 150 years, and how thoughts, ideas, and beliefs in today's society are deeply rooted in our nation's past.

Course Overview: This is an eight week course so we will be covering the material very quickly. It is your responsibility to stay on top of the material and to complete assignments. Each week we will be covering two chapters out of the text book. You need to read the chapters and follow along with the power point that I have posted. The power point will help you understand what is important out of the textbook and the things that I want you to focus on. With each chapter you will be assigned to read two documents out of the book *Reading the American Past*. Each week you need to make at least one post on the questions regarding the documents. Posts can be made through a blog entry, a journal entry, or through the discussion boards. Everything that you will need for that week will be in the folder on the course content page. I have also included either video clips or links to documentaries that I recommend that you watch as this will provide you additional information not in the textbook.

Textbooks:

The American Promise: A History of the United States, Volume II, 5th Edition, by James Roark.

Reading the American Past, 5th Edition, Selected Historical Documents, Volume 2: From 1865, by Michael P. Johnson.

Blackboard:

We will be using Blackboard Learn (aka BBL), not Blackboard Vista, so make sure that you are logged into the correct version.

Evaluation: The class will be evaluated on two exams, two exercises, and the completion of your weekly post. The two exams will be worth 100 points each. There will be two writing exercises that will each be worth twenty points. Last, we will be having a class discussion board and you will need to participate in one of the discussion boards at least once a week. Participation on discussion boards will be worth a total of 80 points.

Point Breakdown:

Exam 1	100 points
Exam 2	100 points
Exercise 1	20 points
Exercise 2	20 points
<u>Participation</u>	<u>80 points</u>
Total	320 points

Exams: Each exam will consist of twenty multiple choice questions and two essay questions. I will provide a review sheet a week before each exam. You will be taking these on blackboard, and you must take them on the day they are due. You will be allowed two hours to complete the exam. The exams will be on **November 12** and **December 10**.

Exercises: You will need to complete three writing exercises that will consist of analyzing a primary document. For each exercise, pick a document that we have read and analyzed for class. In order to conduct an analysis of the document you need to explain who is writing it, when are they writing, and why are they writing it. Last, you need to explain the historical significance of document. The exercise should be a page or two in length and can be submitted on line. They will be due on the following dates: **October 31, November 19, and December 7**.

Class Participation: Class participation is based on your weekly posting on discussion boards. Each week you will need to read four documents and then post a response to one of the discussion boards for that document. You will have a variety of ways to participate. You can write a blog post, you can submit a journal entry, or you can participate on one of the discussion boards. Journal entries are private between me (the instructor) and you (the student.) I have enabled these for those of you who may feel uncomfortable having your thoughts open to the entire class. Each post is worth up to ten points. This is to encourage you to write quality posts, and to demonstrate that you have read the material. You are welcome to post as much as you want, but you will receive no more than ten points each week for your participation.

Accommodations: Academic adjustments and services are provided to facilitate equal access and equal opportunity to participate in all University-sponsored programs, services, and activities. The Disability Resource Center generates an Accommodation Memorandum, which describes the functional impact of the student's condition, and identifies the academic adjustments and services necessary for access to course activities, materials and evaluations. **Students are responsible for picking up copies of their Accommodation Memorandum from the DRC and delivering them to instructors.** In addition, students must initiate a meeting with each instructor to reach an agreement regarding the provision and timely implementation of academic adjustments and services. For more information, see: <http://www.purdue.edu/odos/drc/accommodations.php>

Calendar:

Week 1: March 4-10

Textbook: Chapter 16, Reconstruction: 1863-1877; Chapter 17, The Contested West, 1865-1900
Documents: Rd. 16-3: "Former Slaves Seek to Reunite Their Families;" 17-5: "A Plea to 'Citizenize' Indians;" 17-2: "Mattie Oblinger Describes Life on a Nebraska Homestead"

March 11-17

No assignment, Spring Break

Week 2: March 18-24

Textbook: Chapter 18, Business and Politics in the Gilded Age, 1865-1900; Chapter 19, The City and Its Workers, 1870-1900
Documents: 18-4: "Andrew Carnegie Explains the Gospel of Wealth;" 18-3: Henry Demarest Lloyd Attacks Monopolies;" 19-3: "Jacob Riis Describes Abandoned babies in New York City's Slums;" 19-4: "Walter Wyckoff Listens to Revolutionary Workers in Chicago"

Week 3: March 25-31

Exercise 1 Due Friday, March 29

Textbook: Chapter 20, Dissent, Depression, and War, 1890-1900; Chapter 21, Progressivism from the Grass Roots to the White House

Documents: 20-1 "Mary Elizabeth Lease Reports on Women in the Farmers' Alliance;" 20-5 "Emilio Aguinaldo Criticizes American Imperialism in the Philippines;" 21-6 "W.E.B. Du Bois on Racial Equality;" 21-1 "Jane Addams on Settlement Houses"

Week 4: April 1-7

Textbook: Chapter 22, World War I: The Progressive Crusade at Home and Abroad; Chapter 23, The New Era to the Great Depression, 1920-1932

Documents: 22-3 "A Doughboy's Letter from the Front;" 22-5 "An African American Responds to the Chicago Race Riot;" 23-2 "Reinhold Niebuhr on Christianity in Detroit;" 23-4 "Mothers Seek Freedom from Unwanted Pregnancies"

Week 5: April 8-14

Exam 1 Due Monday April 8

Textbook: Chapter 24, The New Deal Experiment; Chapter 25, The United States and the Second World War: 1939-1945

Documents: 24-2: "Working People's Letters to New Dealers;" 24-3 "Huey Long Proposes Redistribution of Wealth;" 25-4 "Soldiers Send Messages Home;" 25-5 "Rosies the Riveter Recall Working in War Industries"

Week 6: April 15-21

Exercise 2 Due Friday April 19

Textbook: Chapter 26, Cold War Politics in the Truman Years, 1945-1953; Chapter 27, The Politics and Culture of Abundance, 1952-1960

Documents: 26-3 "Cold War Blueprint;" 26-5 "A Veteran Recalls Combat in the Korean War;" 27-1 "Edith Stern Attacks the Domestic Bondage of Women;" 27-4 "Civil Defense in the Nuclear Shadow"

Week 7: April 22-28

Textbook: Chapter 28, Reform, Rebellion, and Reaction, 1960-1974; Chapter 29 Vietnam and the End of the Cold War Consensus, 1961-1975

Documents: 28-1 "New Left Students Seek Democratic Social Change;" 28-2 "Martin Luther King Jr. Explains Nonviolent Resistance;" 29-2 "A Secret Government Assessment of the Vietnam War;" 29-4 "An American Soldier in Vietnam;"

Exam 2 Due Wednesday, May 1