

This syllabus may be altered slightly before the beginning of the semester.

History 112: Survey of United States History from 1877

Online: 3 credit hours

Spring 2021 Mary Baldwin University

Dr. Clayton McClure Brooks

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Office: ACA 402

Virtual Office Hours: Tuesdays 1:00-3:00PM

Course Description: This course covers the history of the United States from 1877 to the present. It will explore the shaping of modern America from the end of Reconstruction into the twenty-first century. As an online class, success in this course requires not only self-discipline to keep up with the reading and assignments but also communication. Students are expected to check Canvas and email regularly for updates and potential revisions. If you have questions concerning the material, please be in contact with the professor. This course fulfills the Learning Outcome One Humanities/History (H) requirement.

Learning objectives:

- Upon completion of this course, students should have a broad understanding of American history from 1877 to present.
- Explain the centrality of immigration, industrialization, and urbanization in shaping United States history from the end of Reconstruction until the present.
- Understand the relationship between the United States and the larger world, and the role of globalization in the twenty first century.
- Consider a wide range of aspects of United States history: social, cultural, military, and political.
- Analyze the role of race, ethnicity, and gender in shaping United States history.
- Demonstrate an understanding of the methods and theoretical approaches of history.

Weekly expectations for success: Successful experiences in online environments depend largely on self-motivation, communication, and organization (for both the student and the professor). For my part, you will find the class organized. I will keep in regular contact with students and start every week with an email detailing our course content for that week. I will also work with you to address any concerns about the material or course expectations. As a student, the following are some weekly goals to help you achieve success in this course: 1) *Do your reading*. The weekly schedule details each week's reading. Take notes on your reading. Let the professor know if you ever have any questions about the material, 2) *Read/view the posted lectures*, and 3) *Complete your weekly assignments*. All assignments (except the final exam) are due Sundays at midnight.

Course Resources:

Text:

Joseph Locke and Ben Wright, *The American Yawp*, Vol. 1 to 1877. (Available free online at <http://www.americanyawp.com/> or if you prefer you can order a print copy) **ISBN-10:** 1503606716

Anne Moody, *Coming of Age in Mississippi*, orig. 1968; **ISBN-10:** 0440314887

Further Resources:

All other articles and assorted sources required will be available on Canvas and detailed on weekly schedule.

Movies:

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The following movies will be required to watch during the assigned times during the semester. I will attempt to find YouTube versions, yet these can be unreliable. Students are responsible for obtaining the movies to view.

Far and Away (1992), *O Brother Where Art Thou* (2000), *Selma* (2014), and *The Post* (2017)

Lectures: To guide your reading and learning, lectures will be posted to Canvas for each section. Lectures will be available both in written form, as well as video lectures.

Course Requirements and Assessment:

Quizzes: Throughout the semester, there will be 6 online quizzes. Each of these short quizzes are composed of 10 multiple choice questions and based on the reading and written lectures assigned since the last quiz. These account for 15% of your final grade, and due on Sunday by midnight of the assigned week. Due dates are detailed on the weekly schedule.

Purpose: To provide frequent benchmarks to ensure you are drawing the important points out of the reading and written lectures. As an online class, I find these assignments useful in keeping in contact with students.

Essay Question Sets: Throughout the semester, you will need to complete 4 essay question sets. Each set will contain 2 discussion questions. Each question needs to be answered in a minimum of 300 words (approximately 1 page). Thus, each set will be total minimum of 600 words (or approximately 2 pages). Essay sets need to be submitted as .doc or .txt files through Canvas. It needs to be double-spaced and 12-point font. They will be due on Sunday by midnight of the assigned week. Due dates are detailed on the weekly schedule. An average of your four essay question grades will comprise 30% of your final grade. Questions will be drawn from the reading, lectures presentations, and primary sources. If you quote from the text, remember to cite the page number. If you choose to draw from other sources apart from the text or lectures, be sure to cite your source. Essays will be graded on: 1) correct information, 2) clear demonstration of your analysis, 3) and whether it is well-organized and well-written.

Purpose: I have found written discussion questions to be extremely useful in guiding online students. Although you also will have the opportunity for discussion on the online discussion board, these assignments allow you to really expand on your thinking. I find that having students organize their analysis in writing helps clarify the readings. These assignments also give me the opportunity to respond to your work on a one-to-one basis, encouraging new ways to think about the material.

Class Discussion Board: Students will also be asked to participate in 5 online conversations on Canvas's discussion board throughout the semester. Each discussion will last for a one-week period. I will post a discussion question(s) pertinent to the current reading assignments. Post your thoughts on the question, building upon the posts of your classmates or starting your own thread. I will be grading on your participation and contribution to building the class discussion. This will account for 15% of your grade. Rather than posting all your posts at once, keep up with the board and post on what interests you most. I believe these discussions can be wonderful assets to the virtual learning experience if students take the board seriously and are willing to engage one another. To this end, I am requiring one original post and two response posts and participating on at least two different days to qualify as minimum participation. You are certainly allowed to branch off from the original topic in your posts (including an original post), if you have a different question or something you want to discuss from the current reading. My questions are intended as conversation starters, rather than limits to the discussion. I am much more interested in a lively discussion rather than keeping to the original question. Remember to always be respectful of your classmates. It is perfectly fine to disagree with someone, but there is never any reason to be rude. We are here to learn together. I monitor the board closely, but I like to keep this

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a student discussion as much as possible and let you direct the course of the conversation. I will add occasional observations, but I am always happy to answer any questions directed to me on the board and join in if asked.

Collaborate Meeting: Our class will meet online twice during this semester. I will provide information on how to log into these sessions which will be an introduction and orientation to the course.

Purpose: These conversations will be opportunities to bounce ideas off of your classmates. Diverse perspectives always help for a better understanding of what you are learning, particularly in the distance of a virtual classroom.

Exams: The midterm and final will be worth 20%. The midterm and final will be online and open book.

Gradable Content:

- 15% Participation in class discussions (5 total)
- 15% Multiple choice quizzes (6 total)
- 30% Essay question sets (4 total)
- 20% midterm exam
- 20% final exam

Grading Scale:

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	0-59

ETs: ETs will be considered on a case-by-case basis. Students must offer a compelling reason for seeking an ET.

Plagiarism and Honor System: Academic dishonesty is an offense that will not be tolerated. Plagiarism, which is presenting the words or ideas of another person as one's own without giving credit to the original author, is a form of lying, cheating, and stealing. Do not be tempted to copy someone else's work or paraphrase their ideas; it is wrong. All work for this course is done in accordance with the Mary Baldwin Honor Code.

Accessibility Services: Any student with documented accessibility needs who feels they may need academic accommodations while taking this course, should first contact Dr. Carey Usher, Associate Provost (cusher@marybaldwin.edu, 540-887-7064) or Accessibility@marybaldwin.edu.

The Academic Resource Center: The ARC is your one-stop-shop for writing, math, and all other subject and studentship tutoring. Residential students can meet with tutors virtually or face-to-face in the Center for Student Success, on the first floor of Grafton Library. Online and remote students can work virtually with tutors on papers, assignments, and test-taking strategies. Appointments are scheduled through TutorTrac (tutortrac.marybaldwin.edu). For more information, contact Dr. Carey Usher, Associate Provost (cusher@marybaldwin.edu, 540-887-7064) or ARC@marybaldwin.edu.

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Weekly Schedule:

	Reading	Assignment
Module 1: Reconstruction		
Week 1: January 11-17:	Read: American Yawp, Chapters 15-16 Browse: The Freedman’s Bureau Online	Discussion #1
Module 2: Gilded Age and the Late 19th/Early 20th Century		
Week 2: January 18-24:	Read: <ul style="list-style-type: none"> American Yawp, Chapter 17 Erika Lee, “Enforcing the Borders: Chinese Exclusion along the U.S. Borders with Canada and Mexico, 1882-1924” Albert Beveridge, The March of the Flag Watch: <i>Far and Away</i> , 1992 (for Discussion 2)	Collaborate Session: Monday, January 18 th 7:00 PM
Week 3: January 25-31:	Read: <ul style="list-style-type: none"> American Yawp, Chapter 18 Booker T. Washington, “The Atlanta Exposition Address,” from <i>Up From Slavery</i> (1901) Du Bois, <i>Souls of Black Folk</i> (1903), Chapter 1, 3, 9 	Quiz 1 Discussion #2 Essay Set #1
Module 3: Progressivism and World War I		
Week 4: February 1-7:	Read: <ul style="list-style-type: none"> American Yawp, Chapters 19 Explore the “Miller Center Primary Sources: Progressive Era” 	
Week 5: February 8-14:	Read: <ul style="list-style-type: none"> American Yawp, Chapter 20-21 Browse: <ul style="list-style-type: none"> Explore the “Miller Center Primary Sources: World War I” 	Quiz 2 Essay Set #2
Module 4: The Roaring 1920s through the Great Depression		
Week 6: February 15-21:	Read: <ul style="list-style-type: none"> American Yawp, Chapter 22 Rachel Louise Moran, “Consuming Relief: Food Stamps and the New Welfare of the New Deal” 	

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	Watch: <i>O Brother Where Art Thou</i> , 2000 (for Discussion 3)	
Week 7: February 22-28:	Read: <ul style="list-style-type: none"> American Yawp, Chapter 23 	Quiz 3 Discussion #3 Collaborate Session: Monday, February 22nd 7:00 PM
Week 8: March 1-7: Midterm Week	No new reading.	Midterm
Module 5: World War II and the Beginning of the Cold War		
Week 9: March 8-14:	Read: <ul style="list-style-type: none"> American Yawp, Chapter 24-25 Elaine Tyler May, "Security against Democracy: The legacy of the Cold War at Home" Joseph McCarthy, February 9, 1950 Wheeling Speech Browse: <ul style="list-style-type: none"> Documents Relating to American Foreign Policy: The Cold War Watch: <i>Selma</i> , 2014 (for Discussion 4)	Quiz 4
Module 6: The 1950s and 1960s		
Week 10: March 15-21:	Read: <ul style="list-style-type: none"> American Yawp, Chapter 26-27 Start Moody, Coming of Age 	Essay Set #3 Discussion #4
Week 11: March 22-28:	Read: <ul style="list-style-type: none"> American Yawp, Chapter 28 Finish Moody, Coming of Age Jacquelyn Dowd Hall, "The Long Civil Rights Movement and the Political Uses of the Past" Browse: <ul style="list-style-type: none"> Television News of the Civil Rights Era, 1950-1970 Watch: <i>The Post</i> , 2017 (for Discussion 5)	Quiz #5
Module 7: The 1970s into the 21st Century		
Week 12:	Read:	Essay Set #4

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<p>March 29- April 4:</p>	<ul style="list-style-type: none"> • American Yawp, Chapter 29-30 • Beverly Gage, “Terrorism and the American Experience” • Michael H. Hunt, “In the Wake of September 11: The Clash of What?” <p>Browse:</p> <ul style="list-style-type: none"> • Transcript and Audio of Nixon’s “Smoking Gun” Tape (1972) • 9/11 Primary Sources 	<p>Quiz 6</p> <p>Discussion #5</p>
<p>Week 13: April 5-11:</p>	<p>No new reading. Review for final exam.</p>	
<p>Week 14: April 12-18: Exam week</p>	<p>None</p>	<p>Final Exam due midnight, Wednesday April 14th</p>

Syllabus is subject to revision.