

HISTORY 122/322 1S
U. S. HISTORY SINCE 1877
TUESDAYS 6:00 - 9:00 PM
January 11 through April 20, 2010
FENTON
SPRING 2010 – 3 CREDIT HOURS

Instructor: Lisa W. Armbruster

Course D2L Website: <http://learn.maryville.edu>

Office Hours: by appointment or on-line Mondays 9:00-11:00 AM

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The fastest and most effective way of getting in touch with me is via email. I will answer you within “24” hours at the maximum and normally in less time than that.

Course Description

This course will examine the major political events and social conditions influencing the lives of Americans from the end of the Civil War to the end of the 20th century. Classes will consist of a mixture of discussion and lecture, with students expected to participate fully with questions and comments. Students are responsible for the information in the textbook, lectures, and the supplementary books.

The purpose of the class is to introduce students to the field of American history. In addition to learning the major events, people, and ideas of central importance to Americans during this period, we will explore the different ways in which the past can be viewed, interpreted, and depicted. Another purpose is to promote the students' imaginative entry into the lives of various people and groups under study in order to understand the effect of historical conditions and change on their everyday lives, and, in turn, their impact upon history.

Blended Learning Format

This course is both reading and writing intensive, and active class participation is required both face-to-face and online. The course is “blended” or “hybrid”, which means that “seat time” for this course is reduced - part of the regular class meetings will be in the classroom, while some will take place on the course website. A course organized in this fashion gives you more time and flexibility for in-depth reading, reflection, and more opportunity for discussion of topics.

Because this is a Blended Learning course it may require additional online interaction and may have a different class schedule from a traditional section of the same course. This format may not be ideal for all learners, so please contact your advisor or the course instructor if you are unsure whether this instruction format meets your requirements, particularly if you have any special accessibility needs related to computer skills or ADA issues.

Tips for success

Please note that regular, routine use of a computer and a high-speed internet connection is fundamental to your participation in the online portion of this course. The vast array of available online materials make this course especially rich and the flexibility of working on the D2L course Web site outside of class hours at your own pace, according to your own schedule, provides numerous opportunities for additional learning and class interaction.

- Visit D2L website and check your Maryville University email every two days at a minimum.
- Post your responses to due assignments/quizzes within the deadline period.
- Allocate at least four – eight hours per week preparing for online and/or in-class assignments.

Minimum computer hardware and software requirements:

Students must have the necessary computer specifications to run and use D2L. In addition to students checking their D2L account at least three times a week, the following is required to take a D2L course:

Computer hardware

1. PC or MAC computer
2. High-Speed Internet connection
3. special audio/Video (headset, microphone, camera)

Software to be used/required

1. Internet browser
2. Software plug-ins, e.g. Adobe Acrobat, Windows Media Viewer, NET
3. Office Software, e.g. Microsoft Word 2003 and Microsoft Excel 2003

Computer Skills Required

You will be required to use your MARYVILLE email. You need to know how to use e-mail identifying the content in the subject line, attach documents and understand the difference between replying to sender and replying to “all”. You must be able to use a Web browser such as Firefox or Internet Explorer and be able to navigate the Internet. You must be familiar with standard office suite applications, such as Word, Excel and Power Point, and be able to save and locate your files.

If you are not prepared or able to do the computer work required for this class, you should not take the course. Familiarize yourself with Maryville’s **D2L site**. See D2L Help, FAQ and Student Tutorial section for additional information on how to use D2L components. You should be comfortable posting discussion, reading/replying feedback, placing home work in the ‘Dropbox’ taking course quizzes, etc. Computers are available for your use at the Maryville Library on the main campus and at the St. Charles satellite location as well as at every public library.

How to get Computer Help and help with D2L?

All D2L related questions should be directed to (314) 529-9647 and learn@maryville.edu.

ADA Statement: Academic Accommodations

Maryville University provides accommodations and supports for students with disabilities as defined by the Americans with Disabilities Act. If you have a documented disability and wish to discuss academic accommodations, please contact the course instructor and/or the Director of the Academic success Center located in the University Library (314-529-6850).

Course Objectives

1. Students will understand and be able to discuss the major events following the Civil War and Reconstruction and relate their significance to the development of the Gilded Age and the Roaring 20s.
2. Students will understand 19th Century industrialization, the labor movement, imperialism, the Progressive Era, World War I, the Great Depression and the New Deal, World War II, and the Cold War.
3. Students will be able to understand the development of the American Political system and the ways in which citizens participate in it.
4. Students will understand the diverse paths of the American people from 1877 to the end of the 20th century and the challenges they faced in the North, South and West.
5. Students will understand and be able to discuss the causes, key events and complex consequences of World War One, World War Two, the Korean War & the Vietnam War.
6. Student will analyze and understand the character and lasting consequences of the aforementioned wars.
7. Students will understand how concepts such as race, class, gender, freedom and civil rights are historical and cultural constructs that change over time.
8. Students will recognize and understand the concept of "agency." People of African descent, Mexican descent, American Indians, or women were not simply "acted upon," but exercised historical agency themselves by the choices they made and the actions they took individually or collectively.
9. Students will be able to identify, understand and explore the connections between religious, social, economic and political developments from 1877 to the end of the 20th century.
10. Students will be able to analyze and discuss aspects of the history of the United States from 1877 both verbally and in writing.

Course completion requirements:

Exams

Examinations will combine multiple choice, true/false, short answer and essay questions. It is the responsibility of each student to be present at all examinations. If you have a problem or conflict, please contact me before the exam. If absence at an examination is unavoidable, contact me as soon as possible with a verifiable medical excuse. Makeup exams should be taken as soon as possible.

Papers

Good writing is an important aspect of historical study and students should pay careful attention to the quality of their writing. All papers should be word-processed, double-spaced, and stapled together. Pages should be numbered. Historians use the Chicago Manual of Style Guidelines, which will be required of the students in this class as well.

History 122-level students will write a paper based on the book, *Coming of Age in Mississippi* & on Andrew Carnegie.

History 322-level students will write the above mentioned papers & a scholarly book review on an additional book approved by Professor Armbruster.

Discussions

Each student is required to participate in 10 on-line Discussions Groups over the course of the semester, reflecting the material being studied. Professor Armbruster will pose a question or a series of questions on D2L for each Discussion. Each student should post to the Discussion by the scheduled date no later than 5P.M. I will be monitoring & participating in the Discussion Group. In their posts students are encouraged to ask questions or give opinions about the material under study as well as to comment on the posts of others.

The Discussions will be assessed as follows: **Total possible points (25), each criterion worth 5 points.**

Evidence of Reading – Posts show evidence that material was read.

Clarity – Posts are well articulated and understandable.

Evidence of Critical Thinking – Analysis, synthesis and evaluation are evident.

Timeliness - Answers, comments, questions are posted before or by the deadline.

Responses to others – Interacts at least two times with instructor and/or other students.

Tips and Pointers for On-Line Discussions

Introduce yourself when you enter a room by typing your name.

Punctuation is important in the on-line Discussions avoid using abbreviations, it may come across as being unprofessional to the person you are communicating with. Worse still, if the other person is not familiar with the lingo, it may be confusing. Attempt to stay on one topic before introducing another. This will help to keep comments “bunched” together and not just a series of seemingly random thoughts.

Allow all users to make comments and ask questions. Do not try to take control of the room by flooding it with your own entries. "Machine gun" messaging is a really good way to get people to totally ignore you in future. Multiple questions sent to a recipient before they have had a chance to answer can seem more like an interrogation rather than a conversation. Pose a question and then give the other person the opportunity to respond.

As a courtesy, you should also only ask a single question in each message and acknowledge the person's answer when they do respond. Messages should be short and to the point.

Do not "SHOUT"- TYPING YOUR MESSAGES IN UPPERCASE is extremely rude – it is considered shouting and very aggressive. If you are a slow typist, stick with all lowercase.

Remain polite and non-judgmental- While you may spend the majority of your life on a keyboard, I am told there are many people who do not.

Pay attention- If a person has taken the time to request a live chat with you; give them your attention. You know what it is like at a store when the person is serving you and also speaking on the phone; it is just plain rude.

Think before hitting the enter key.

Attendance

Please refer to Maryville University's Student Catalog 2008-2009 for attendance policy. Due to the amount of material covered and class discussions; attendance and participation are expected on a regular basis. The maximum allowable numbers of absences (excused or otherwise) for this class is ONE. If a student misses two classes he/she will receive an "AF" (Attendance Failure). Further "being absent" shall be defined as missing 30 minutes or more of any one class. As such, arriving late and/or leaving early may result in an absence. Failure to participate in the online class sessions during the assigned time period(s) will result in an absence. Due to the reduced class meetings, the one-absence (excused or otherwise) policy is strictly enforced.

Graded Materials

Submit all assignments on time. Do not expect that assignments will be accepted after the deadline (unless you have a reasonable and documented excuse). Respect the professor's time as you should your own.

ASSESSMENT - HISTORY 122

<u>Assignment:</u>	<u>Points:</u>			
Discussion #1	25	A	1100-990	100%-90%
Discussion #2	25	B	989-880	89%-80%
Discussion #3	25	C	879 -770	79%-70%
Discussion #4	25	D	769 -660	69%-60%
Discussion #5	25	F	659	59%
Discussion #6	25			
Discussion #7	25			
Discussion #8	25			
Discussion #9	25			
Discussion #10	25			
Quiz #1	25			
Quiz#2	25			
Examination #1	200			
Examination #2	200			
Final Examination	200			
Paper - Carnegie	100			
<u>Paper -<i>Coming of Age</i></u>	<u>100</u>			
Total Possible Points	1100			

ASSESSMENT - HISTORY 322

<u>Assignment:</u>	<u>Points:</u>			
Discussion #1	25	A	1350- 1215	100%-90%
Discussion #2	25	B	1214-1080	89%-80%
Discussion #3	25	C	1079-945	79%-70%
Discussion #4	25	D	944-810	69%-60%
Discussion #5	25	F	809	59%
Discussion #6	25			
Discussion #7	25			
Discussion #8	25			
Discussion #9	25			
Discussion #10	25			
Quiz #1	25			
Quiz#2	25			
Examination #1	200			
Examination #2	200			
Final Examination	200			
Paper on Carnegie	100			
Paper on <i>Coming of Age</i>	100			
Book Review	200			
Discussion Leader	25			
<u>Discussion Leader</u>	<u>25</u>			

Books

- Nelson Lichtenstein, Susan Strasser, & Roy Rosenzweig, *Who Built America? Working People and the Nation's Economy, Politics, Culture, and Society*, Volume II, American Social History Project, 2008.
- Thomas Bell, *Out of This Furnace*.
- Ann Moody, *Coming of Age in Mississippi*.

Course Schedule: *Denotes face-to-face (in class) meeting times.

Week	Reading	Assignment	Discussion Topics	Quiz/Exam
*01/12/10	<i>Who Built America?</i> – Prologue	D2L Intro - how to post, submit to drop box and online quizzes. Log on to D2L and post your profile by 5PM on 01-18-10		
01/19/10	<ul style="list-style-type: none"> • <i>Who Built America?</i> Chapter 1 • Begin reading: <i>Out of This Furnace</i> 	Post Discussion #1 by 5PM on 01-25-09.	<ul style="list-style-type: none"> • What is history? • Why and how do we study the past? • What are primary sources? • How should we read them? 	
*01/26/10	<ul style="list-style-type: none"> • <i>Who Built America?</i> Chapter 3 • Continue: <i>Out of This Furnace</i> 	Video – <i>The Richest Man in the World</i> Post Discussion #2 by 5PM on 02-01-10.	<ul style="list-style-type: none"> • What were the sources of American industrial growth? • What were the characteristics of this growth? • What were the results? 	
02/02/10	<ul style="list-style-type: none"> • <i>Who Built America?</i> Chapter 3 • Continue: <i>Out of This Furnace</i> 	<ul style="list-style-type: none"> • Post Discussion #3 by 5PM on 02-08-10. 	<ul style="list-style-type: none"> • Who were the Populists? • What influence did they have? • What are “Jim Crow” laws? • Why did Americans build an overseas empire? • How would you characterize the long-term significance of the 1890s? 	
*02/09/10	<ul style="list-style-type: none"> • <i>Who Built America?</i> Chapter 4 • Continue: <i>Out of This Furnace</i> 	<ul style="list-style-type: none"> • Carnegie paper due: 02-09-10. See end of syllabus for the paper assignment. • Research Topics for 322 students or books to be reviewed are due • Post Discussion #4 by 5PM on 02-15-10. 	<ul style="list-style-type: none"> • What is “scientific management?” • Describe changes in the standard of living from 1900-1914 • Why did leisure and entertainment become so important? • What impact did immigration have on American life in this period? 	Quiz#1

Week	Reading	Assignment	Discussion Topics	Quiz/Exam
02/16/10	<ul style="list-style-type: none"> • Who Built America? Chapter 5 • Finish: <i>Out of This Furnace</i> • Internet: “Theodore Roosevelt: Icon of the American Century” http://www.npg.si.edu/exh/roosevelt/ 	History 322 Students lead discussion on <i>Out of This Furnace</i> .	<ul style="list-style-type: none"> • What is the Progressive Movement? • What prompted progressive reform? • What were the results of progressivism? • What themes unify the Progressive Era? • List as many different types of reform as you can 	EXAM 1: CHAPTERS 1-5 on 02-16-10
*02/23/10	<ul style="list-style-type: none"> • Who Built America? Chapter 6 	Post Discussion #5 by 5PM on 03-10-10.	<ul style="list-style-type: none"> • What role did America play in World War I? • What were the effects of the war on American society? • What were the political and diplomatic outcomes of the war? 	
*03/09/10	<ul style="list-style-type: none"> • Who Built America? Chapter 7 	Post Discussion # 6 by 5PM on 03/15/10 .	<ul style="list-style-type: none"> • How were the 1920s different from the Progressive Era? • What changed in economics, society and politics? • What reactions arose in response to the New Era? 	
03/16/10	<ul style="list-style-type: none"> • Who Built America? Chapter 8 • Begin: <i>Coming of Age in Mississippi</i> • Internet “America from the Great Depression to WWII: Photographs” http://lcweb2.loc.gov:8081/ammem/fsahtml/fahome.html 	Post Discussion # 7 by 5PM on 03-22-10.	<ul style="list-style-type: none"> • What were the causes of the Great Depression? • What were the characteristics of the Great Depression? • How were different groups of Americans affected by the Depression? 	Quiz#2
*03/23/10	<ul style="list-style-type: none"> • Who Built America? Chapter 9 	Post Discussion # 8 by 5PM on 03-29-10.	<ul style="list-style-type: none"> • What was the New Deal? • Did it cure the Depression? • What is its long-term significance? • What was the legacy of the CIO? 	
03/30/10	<ul style="list-style-type: none"> • Who Built America? Chapter 10 • Continue: <i>Coming of Age in Mississippi</i> • Internet “Baseball, the Color Line and Jackie Robinson,” http://memory.loc.gov/ammem/irhtml/irabout.html U.S. Holocaust Memorial Museum (Washington, D.C.) http://www.ushmm.org/ 	Post Discussion #9 by 5PM on 04-05-10.	<ul style="list-style-type: none"> • How do you explain the course of world affairs during the inter-war period? • What role did the U.S. play internationally during that period? • What forced the end of U.S. isolationism? • What role did the U.S. play in WWII? • What effect did the war have on American society? 	

Week	Reading	Assignment	Discussion Topics	Quiz/Exam
*04/06/10	<ul style="list-style-type: none"> • <i>Who Built America?</i> Chapter 11 • Finish: <i>Coming of Age in Mississippi</i> 	<ul style="list-style-type: none"> • Choose two or more passages in the book that struck you in some way (surprised, saddened, appalled, moved or intrigued you). We will discuss these passages in class. • Paper #2 due: on <i>Coming of Age in Mississippi</i> - (2-3 pages, word-processed, double-spaced). Further information will be given prior to due date. • Deposit Papers in Drop box in D2L. 	<ul style="list-style-type: none"> • What was the Cold War? • What caused it? • What were the consequences of the Cold War? • What was the Second Red Scare? • How did atomic weapons affect how Americans viewed the world? • In what ways were the 1950s a "golden age"? • What were the consequences of American affluence? • Were the prosperity and opportunities of the post-war period shared equally? 	EXAM #2: Covers Chapters 6-9 on 04-06-10
04/13/10	<ul style="list-style-type: none"> • <i>Who Built America?</i> Chapter 12 	Post Discussion # 10 by 5PM on 04-19-10.	<ul style="list-style-type: none"> • What is liberalism? • How was it expressed domestically and internationally? • What were its limitations? • What were the major social movements of this decade? • Do you see common themes among them? • What impact did these movements have on American society? 	
*04/20/10	<ul style="list-style-type: none"> • <i>Who Built America?</i> Chapter 13 	History 322 Student Research Papers due on 04-20-10.	<ul style="list-style-type: none"> • What were Nixon's major foreign and domestic policy initiatives? • How did Nixon justify his actions against his enemies? • What is the historical significance of the Watergate scandal? • How do you explain the economic woes of this decade? • What were the social repercussions of the economic situation? 	FINAL EXAM: COVERS CHAPTERS 10-13 on 04-20-10

This syllabus is subject to change at the discretion of the instructor to accommodate instructional and/or student needs.

Honesty in the writing of papers

The composition of any paper must be entirely the student's own work. If the exact words of another are used, even to a limited degree, quotation marks must be used and a documentary reference (a note) given. If information or ideas are taken from another work, although not a direct quotation, a student must give credit in the notes as to the source of the information. (I will distribute complete instructions for all this before papers are assigned.) Failure to give such credit is plagiarism, and is equivalent to cheating on an examination. **Submission of a paper that is copied from another work or written by someone other than the student, or which contains fictitious notes, will be cause for failure in the course.**

PAPERS WITHOUT BIBLIOGRAPHIES AND SOURCE CITATIONS WILL NOT BE ACCEPTED.

IMPORTANT: STUDENTS MUST KEEP THEIR NOTES AND SUBSEQUENT DRAFTS OF PAPERS UNTIL THE PAPER HAS BEEN RETURNED WITH A FINAL GRADE. I MAY ASK TO SEE YOUR NOTES AND OTHER WORK IF I HAVE ANY QUESTIONS ABOUT YOUR SOURCES.

History 122/322 – “**Andrew Carnegie: The Richest Man in the World**”

Paper is due on 02/09-10.

Write a 2-3 page paper (word-processed, double-spaced) in which you discuss the following question:

Read Andrew Carnegie on “The Gospel of Wealth” at <http://www.fordham.edu/halsall/mod/1889carnegie.html>

After seeing the video, reading Carnegie’s own words, and reading your text, do you consider Andrew Carnegie to have been hero or villain, saint or sinner, or something in-between? Use specific evidence or examples from the video and readings in your essay. What do you think is Carnegie’s significance to American history?