

## U.S. HISTORY SINCE 1877

HIST 177 – Fall 2015 – Hannah Nyala West, Ph.D.

Online Office Hours: W 3:30 – 5 p.m. and by appointment

Email: [hwest@uwsp.edu](mailto:hwest@uwsp.edu)



28 August 1963, Washington, DC

Image: <http://www.marines.mil/unit/mcascherrypoint/PublishingImages/crowd%20photo%20march%20on%20washington.jpg>

### WELCOME!

By 1877, after a most deadly and uncivil Civil War, the United States was well embarked on reconstructing itself as a nation. Claiming to adequately 'survey' the history of more than 100 years of this effort in only 15 weeks is a folly of the highest order, of course, but that is our task this semester: tracking the history of this nation from 1877 to now.

For this course, we will aim for survey coverage, using a single textbook as the spine of your assignments and supplementing your readings with primary sources from a reader, online materials (music, art exhibits, documents), and films. You will develop skills for working with historical evidence and interpretations, increase your mastery of basic professional skills, learn how to co-create a space for collegial historical learning, and—I trust!—enjoy the journey. I look forward to working alongside you.

]

### **EQUITY OF EDUCATIONAL ACCESS**

If you have a learning or physical challenge which requires classroom accommodation, please contact the UWSP Disability Services office with your documentation as early as possible in the semester. They will then notify me, in a confidential memo, of the accommodations that will facilitate your success in the course. Disability Services Office, 103 Student Services Center, Voice: (715) 346-3365, TTY: (715) 346-3362, <http://www.uwsp.edu/special/disability/studentinfo.htm>. I am also, of course, very happy to meet with you to discuss any concerns you may have.

]

### **REQUIRED MATERIALS**

You will read one book for this course, and rely upon another for primary sources. They can be purchased or rented through the University Store. All other materials can be accessed online (via D2L E-Reserve or links that I provide). Please make sure you have access to both books no later than the first week of classes.

Paul Boyer et al., *The Enduring Vision: A History of the American People*, 8<sup>th</sup> ed, Vol II (Cengage, 2013).

Howard Zinn and Anthony Arnove, eds. *Voices of a People's History of the United States*, 2<sup>nd</sup> ed. (New York: Seven Stories Press, 2009).

]

### **INTENDED LEARNING OUTCOMES**

In this course you will learn to:

- Describe events from past cultures, societies, or civilizations
- Recognize and begin to work with the different kinds of evidence that historians use to offer diverse perspectives on the meanings and interpretations of the many pasts that make up this society's present(s)
- Identify and consider the role of human agency in shaping events and historical change
- Reflect critically on the practices of historical causality
- Evaluate competing historical claims that frequently inform the present
- Serve as a colleague in a non-hierarchical space devoted to learning, ferreting out and analyzing historical resources, finding sources in the society where excellent historical information is regularly provided, and engaging in lively conversations with timely candor.

## TECHNOLOGY AND ACCESS

This course is being hosted on a website located on UWSP's D2L system. Course access opens at midnight on the first day of classes. To reach the course, go to <uwsp.edu> and click on the D2L link at the top of the page. Log in to D2L with your university logon ID and password. You will see the D2L courses you are enrolled in. Click on *HIST 177 American History since 1877*. A "News Item" space will appear in the middle of the page. I will place any course announcements here. Please make a habit of checking this space on Mondays and Fridays. You can browse through the various menu items to look at course content (syllabus, assignments, and weekly agendas will be posted here), discussions, and so on.

Enrolling in a hybrid course means that during most weeks we will meet in person one time (Wednesdays, 2 – 3:15 p.m., 227 CCC), and you'll post in a discussion board on D2L for the second session. This means you'll need to have regular access to a working computer and D2L. Broadband, cable, or DSL are the best options for this course: neither dialup nor cell phones will function well enough for you to download presentations or upload assignments with graphics or images embedded. If your home computer and connections aren't capable of this level of access, please arrange to use one on campus. You also will have to prepare Word documents for the last two formal discussions of the course and upload these to Dropbox, none of which can be done on cell phones. If you miss two or more assignments (discussion posts or online assignments, for example) due to computer issues and do not resolve the issues prior to Week Eight, I may ask you to drop the class.

*If you have not already familiarized yourself with D2L, you must do so the first week of class. This is a good time to test your computer's audio settings; to practice downloading and uploading files; to ensure that you can access streaming videos, lecture links, podcasts, quizzes, and documents; and to be sure you are comfortable with that process. If you're not, call the university's helpline, 715.346.4357. Their technicians can help you troubleshoot any problems that arise. Access to the course ultimately is your responsibility, and the syllabus quiz is designed to ensure that you're connected in Week 1. Should any problems arise later, you need to get in touch with techs asap and resolve the issue. Problems usually arise from some incompatibility in your computer browser or software, so you must get assistance from the people who are trained to assist with that!*

Once you're comfortable with D2L, please browse through the course materials and be sure you can access all of them. If you find a glitch or dead link, email me so that I can provide a fix asap. Although you do not have to download every item, I strongly suggest that you keep a copy of the master syllabus on your computer, and that you download each week's materials on the Friday before they are due and organize them in folders on

your computer so that—should access to the course website fail in any way—you will have everything you need for the week ahead.

Since technological glitches can and will arise, waylaid the best of plans, you should get into the habit of preparing uploads ahead of time rather than waiting till the last minute. You should also plan to participate in online discussions and Comprehension Quizzes in a timely way and definitely no later than the defined close of that activity.

]

### **SPINE OF THE COURSE**

This *Syllabus* is our social contract for this course. Listen to the welcome lecture first, and then print out and read through the entire document carefully, making notes of any questions you have. There is a dedicated discussion topic on D2L for those questions, should you need my help. Then complete the required syllabus quiz on D2L *no later than midnight on Tuesday 9/8*, so that you are ready for Week 2 by Wednesday. If you receive a score of less than 90%, please review your answers and the syllabus again and retake the quiz. Your ability to do well in this course relies on your understanding of the requirements and due dates and being able to open all materials on your computer. (If you are new to online courses, make sure you attend the first class session and then spend time working through the materials on D2L.)

**Weekly Agendas**, which appear as weekly modules on D2L, include links to your core assignments (setup and content lectures in PowerPoint or other video formats, discussions, quizzes, and any additional materials) We will meet on Wednesdays for our regular session, and then you will have online follow-up and prep to complete for the upcoming week. I will provide a link to PowerPoint slides and notes when appropriate. Any additional materials, such as links to topical lectures and online exhibits or music, will be included in the PowerPoint they are assigned. Everything you need for each week will thus appear under the week's heading on D2L.

**Readings and Film Viewings** have been calibrated to be manageable. You have a textbook and a primary source collection, and the spine of the course will revolve around the Boyer text (*Enduring Vision*) and years listed for each week. Although reading the entire chapter(s) would be preferable, I will provide you guidance in weekly setup lectures regarding building skills for skimming and reading for key information. You will use one primary source from the Zinn & Arnove reader in most weeks to supplement your reading: sometimes I will choose that for you; at other times you will choose the source you want to consider. You will also be asked to view two films in the last half of the semester.

~

**Lectures** will occur in two formats: a brief weekly 'setup' lecture that focuses your reading and studies (giving you the particular primary source that you are to focus on from Zinn & Arnove, for example, and any reminders); and periodic short topical multimedia presentations or guest lectures that provide more in-depth coverage of particular aspects of the period. All setup lectures will be uploaded by the Friday before the week with which they are associated. Topical lecture materials will be available by our scheduled class period.

In-person lectures are multimedia and interactive, and your timely preparation and participation is important (and will be reflected in your grade). The activities are geared to help you process the materials you are working with. Occasionally we will have no in-person session, and you will be free to devote your time to readings, assignments, discussion posts, and CompQs.

~

**Comprehension Quizzes (CompQs)** are short weekly open-book quizzes designed to help you test your comprehension of the readings and lectures, as well as to help us avoid one of the perennial problems of history courses: uninformed opinions passing for analysis and critical inquiry. If you do the assignments and take good notes, using the Boyer text like a workbook, the CompQ should help you to demonstrate your increasing mastery of the material. *These quizzes, three required discussion-based assignments (see next section), and your in-class notes will serve as both your midterm and final exams.*

Ten CompQs—each worth 5 points—will be given during the semester. The first six quizzes will allow you to make two attempts so that you can get familiar with the process. If you wish, you can even use the first attempt to see the questions prior to doing the assignments for the week: in effect, using the quiz as a study guide. CompQs will be available for a 7-day period (from the Friday before the week starts) so that you can work ahead and have some flexibility in your schedule. Quizzes close on Friday night at midnight, and each must be taken before the scheduled close of that particular quiz or be forfeited as a zero. The review period opens 24 hours after the quiz has closed (allowing you to review your answers).

~

**Formal Class Discussions** will not begin until the end of the second unit. Instead of taking a midterm or final exam, you will participate in three increasingly formal discussion-based class activities over the course: one scavenger hunt and two focused discussions. These discussions are nested under the Fireside Chats for the relevant weeks. You should plan ahead to devote the time needed to prepare thoughtful posts.

Please see the Guidelines & Resources (G&R) module for advice on how to prepare for and participate in effective, collegial discussions. I will expect you to speak from evidence gleaned during your readings and prep—*not opinion or hazy recollection of having read/viewed something somewhere that's sort of flying off the top of your head just to get this requirement out of the way*, but well-organized notes: properly attributed to the sources from which you got the information and meaningfully relevant to the discussion at hand. You cannot do this at the last minute, so please develop a practice of diligent note-taking and organization before you enter the second week of the course.

~

**Fireside Chats** is a free-ranging informal-to-formal discussion space, only lightly moderated in early weeks, and I hope that you will use it to converse with each other about what you're learning as we go along. I will use this space to get you to reflect on your readings—by asking you to respond to questions I raise in some of the setup lectures: if I request this, your response is required. Part of your professional skills grade will come from your participation here, so please use the suggestions I have provided for effective discussion in Guidelines & Resources before you compose your posts.

~

**One CompQ bye-week** is available to everyone during the course of the semester. This means that you can opt not to complete the CompQ for one week, but still get full credit for that quiz. The bye-week is not a suggestion that you should totally skip that material, of course: I would advise at least a quick read of the chapters in Boyers and a look at the primary sources for the period in Zinn & Arnove. But you do not have to attend to the material as you would if studying for a quiz. My goal is for you to have this option if you really need it at some point. To ensure that the bye-week is tabulated correctly for everyone (even those of you who may opt to take all 10 quizzes!), you begin the semester with 5 points of extra credit (equivalent to one quiz). These points will appear in the gradebook by the third week of the course.

~

**Additional Extra Credit** options will be made available to you by Week 4: these are due by the dates listed next to the projects. You may earn a maximum total of 4 additional extra credit points for the semester.

~

## CONNECTIONS

In any course, communication is important, but in an online setting, it is critical. In the first week of the semester, you need to work diligently to make sure you understand how we will proceed, the protocols I have set up for communicating with each other, what the main projects and responsibilities are, and what you need to pay attention to each week. Use the walk-through lecture and go through this syllabus and every aspect

of the course D2L page now so that you can complete the syllabus quiz on time (by midnight on Friday of Week 1).

**D2L Tools** for connecting with one another when it's convenient for each of us—rather than at a set time each week in one place—are powerful, but they are practically worthless if they are not used. I'm streamlining Course Content as much as possible and will do my best not to overwhelm you with information or materials at the start, but if I go to the trouble of uploading things, you need to review them as requested. This will make later weeks much more enjoyable for you.

~

**News** items, located on the D2L course home page, will be where you can expect to see announcements for the course. Please get into the habit of checking in a couple times each week (Mondays and Fridays would be ideal) so that you'll catch any posts re: the upcoming week. *I will not remind you about due dates in the news section. Due dates are not 'news'; both you and I need to plan in advance to meet these dates, so please go through the syllabus now and enter all due dates into your personal calendar.*

~

**Web Connections**, both formal and informal, are important to the success of an online course. The more you participate, the more you will learn. The deeper your passion for this period and our efforts to engage it, the richer and more rewarding your experience here will be. I encourage you to connect in as many ways as possible here.

~

**Office Hours:** My scheduled office hours for this semester are Wednesdays 3:30–5 p.m. and by appointment. To avoid any of you having to wait, I've outlined a procedure in my Virtual Office (on D2L) for scheduling. The discussion space effectively allows you to sign up for particular slots, so that other people can see what is already taken that week and who is meeting me in person and/or by phone. If you want a phone appointment, please email me with a phone number at which I can reach you in our scheduled time slot.

If you make an appointment to meet with me, please be available and on time. I understand that internet access can sometimes fail—mine does so on occasion—and in those instances we simply have to accept the limitations of these technologies and reschedule as soon as we're able to reconnect. But it is important that we each do our best to make any appointments scheduled.

~

**Email** allows us the magic of being in touch at any time of the day or night, which is convenient but unrealistic: none of us should try to be available at all hours! I will not ask this of you; you should not expect it of me. Please feel free to send me an email at any time, and know that I will respond as soon as I can. You should know, however, that I do not respond to or send emails about the course after hours or on weekends, so not

hearing from me in those periods is no cause for concern. You should also know that I only check email twice a day and that I send out very few course emails. If you get one from me, please check to see if I have requested a response: if I have, please reply as soon as you can.

**Please do not send me emails with general questions about the course or requirements.**

If you have a question, some of your peers almost certainly do as well, and therefore your post should show up on a discussion board so that everyone can benefit from it (in my online office space on D2L: Discussions/HNW Office/Questions about the Course/Requirements). If you need to contact me about a personal matter specific to you and no one else, feel free to use email. **However, if you do send me an email, the subject line should always include HIST 177 and your last name.** This helps me keep my inbox and folders organized and allows faster responses.

~

**Virtual Lounge:** You can use this section (nested in my virtual office) to plan in-person study/discussion sessions, if you like, or simply to visit with your peers and me about the course topics and themes. What surprises you? What perplexes you? What befuddles you? What questions or quandaries keep emerging? How are the film versions of these histories connecting or colliding with your readings? What would you most want to know from any of the people in a particular period, if you were allowed to ask just one of them one question? Is there a particular current event or advertisement that you find being used from a period we are studying? Etcetera.

## REQUIREMENTS AND EVALUATION

Here is the rubric for grades and evaluation that I will use for your work. A complete description of each component can be found on D2L under the module titled Guidelines and Resources.

A. Professional Skills	45
Preparation, Collegial Participation, Timeliness - Notes Each week @ 3 pts.	
B. Comprehension Quizzes (CompQ)	30
10 open-book online quizzes, each worth 3 points Two tries allowed on first six quizzes	
C. Discussions	20
#1. 1964 in Film and History – 10 pts. #2. Making the Past Present – 10 pts.	



D. Scavenger Hunt

5

TOTAL: 100

**Grading scale:**

A	93–100%	C	73–76.9%
A-	90–92.9%	C-	70–72.9%
B+	87–89.9%	D+	67–69.9%
B	83–86.9%	D	63–66.9%
B-	80–82.9%	D-	60–62.9%
C+	77–79.9%	F	59.9 and below

]

**DEADLINES:** Due dates are listed in this syllabus, on weekly agendas, and in the course calendar on D2L. Unless you have a verified medical or family emergency, your assignments must be submitted by their due dates or your grade will drop by one full letter grade per day.

Meeting due dates shows respect for yourself and your work. It also shows that you respect yourself, me, and my time and schedule, and it is a skill you must master for any career you pursue. In cases of illness, accidents, or deaths (of family or friends), please contact me via email *as soon as you can*. Any extensions require documentation and will be dealt with on a case-by-case basis.

]

**POLICY ON ACADEMIC INTEGRITY AND PLAGIARISM:** Academic dishonesty is not only strictly forbidden by UWSP; it is also fundamentally disrespectful to you, to your peers, and to me. Examples of this behavior include plagiarism: copying anyone else's work and presenting it as your own without proper citation. If you quote four words or more from *anyone for any reason* (discussion, assignments, etc.), *you must insert double quotation marks around the material and cite the source properly and in full*. No exceptions. If you paraphrase someone else's words, *you must insert single quotation marks around the material and cite the source*. If you use someone's general idea or argument—even if you don't use their words—you must cite the source. This is a critical skill for scholars, and I expect you to follow it to the letter.

If you plagiarize even in a limited manner, you will receive a zero for the assignment: no re-tries are permitted in such cases, and your final grade will reflect this choice on your part. If you plagiarize a significant portion of any assignment, you will be reported for academic misconduct per the University's policy on academic integrity.

]

**POLICY ON NON-ATTENDANCE AND NON-PARTICIPATION:** Hybrid and online courses require your presence and attention. The tactic of enrolling but doing nothing (in order to keep student loans or grants, for examples) is no longer viable, because instructors are required to report non-attendance.

If you enrolled in this course prior to the start of classes and do not complete the first week's activities by the deadline, you will be marked as non-attending. If you enrolled late, you need to complete the work just as everyone else does and be caught up before we begin Week 2.

Two consecutive weeks of non-attendance at any point in the semester without communication with me (documentation of medical issue, for example) will be reported to the registrar's office. This does affect student loan eligibility and payouts, so if you are enrolled in this course, you should plan to participate in a timely manner from the outset.

]

### **COURSE SCHEDULE ON D2L BY WEEKLY AGENDAS**

*Important Note:* Only core readings, film viewings, and deadlines are presently listed in the schedule available at the end of this syllabus and on D2L. For example, the primary source that you will use in some weeks is not included on the schedule but will be provided each Friday in the setup lecture for the coming week. I will also periodically provide additional materials for your consideration: e.g., links to lectures, period music, art exhibits, primary sources, or secondary analyses. These will appear under the given week's agenda in consecutive order or in the PowerPoint. Some will be recommended or optional and marked as such; others (e.g. setup and content lectures) will be required.

*Notes on Timing:* Brief setup lectures will be available to you on the Friday before the week for which they are assigned: these are *required*, as they will have information you need for the coming week. In particular, the textbook pages and any primary source that you are to focus on for the coming week will be provided. Any topical lectures or associated materials will be available no later than Mondays at noon. You should be careful to check the full list of materials each week.

]

## SCHEDULE OF WEEKLY AGENDAS – AN OVERVIEW

<b>Weekly Topics</b>	<b>Reading/Viewing – Some films are not listed here, check Weekly Agenda</b>	<b>CQ/Project Activities – All deadlines at midnight on Monday unless noted</b>
1: 9/2 Welcome and Introductions	Syllabus and D2L	Syllabus Quiz – Due 9/8 (Tuesday, due to holiday)
2: 9/9 Reconstructing a Resisting Nation, <b>1865 – 1877</b>	Ch. 16, <i>Enduring Vision</i> Zinn & Arnove TBA	CompQ 1 – Due 9/14
3: 9/16 Transforming an Industrial Nation's West, <b>1860 – 1900</b>	Ch. 17 – 18, <i>Enduring Vision</i> Zinn & Arnove TBA	CompQ 2 – Due 9/21
4: 9/23 Manufacturing a Nation, <b>1860 – 1900</b>	Ch. 19 – 20, <i>Enduring Vision</i> Zinn & Arnove TBA	CompQ 3 – Due 9/28
5: 9/30 Reforming a Nation, <b>1900 – 1917 ONLINE</b>	Ch. 21, <i>Enduring Vision</i> Zinn & Arnove TBA	CompQ 4 – Due 10/5
6: 10/7 Mobilizing for a World War, <b>1902 – 1920 ONLINE</b>	Ch. 22, <i>Enduring Vision</i> Zinn & Arnove TBA	CompQ 5 – Due 10/12
7: 10/14 Coping with Cultural Change, <b>1920 – 1929</b>	Ch. 23, <i>Enduring Vision</i> Zinn & Arnove TBA	CompQ 6 – Due 10/19
8: 10/21 Surviving a Great Depression, <b>1929 – 1939</b>	Ch. 24, <i>Enduring Vision</i> Zinn & Arnove TBA	Scavenger Hunt – due no later than noon on 10/26
9: 10/28 Fighting Another World War, <b>1933 – 1945</b>	Ch. 25, <i>Enduring Vision</i> Zinn & Arnove TBA	CompQ 7 – Due 11/2 Scavenger Hunt responses due no later than noon on 11/2
10: 11/4 Seeding a Cold War and Disquiet, <b>1945 – 1961</b>	Ch. 26 – 27, <i>Enduring Vision</i> Zinn & Arnove TBA	CompQ 8 – Due 11/9
11: 11/11 Fighting for Civil	Ch. 28 – 29, <i>Enduring Vision</i>	CompQ 9 – Due 11/16

Rights, <b>1960 – 1975</b>	Zinn & Arnove TBA 1964 documentary	<i>Discussion #1 – “1964” Initial post due on board and Dropbox no later than noon 11/16</i>
<b>12: 11/18 Reviving Conservatism, 1980 – 2000 ONLINE</b>	Ch. 30, <i>Enduring Vision</i> Zinn & Arnove TBA	<i>Discussion #1 – Responses due no later than noon on 11/23</i>
<b>13: 11/25 NO CLASS</b>	<i>None</i>	<i>No class – enjoy!</i>
<b>14: 12/2 Attacking Superpower under Attack, 2001 to the present</b>	Ch. 31, <i>Enduring Vision</i> Zinn & Arnove TBA, Film TBA	<i>CompQ 10 – Due 12/7 Discussion #2 – Initial post due on board and in Dropbox no later than noon on 12/7</i>
<b>15: 12/9 Facing the Future</b>	Discussion Posts	<i>Discussion #2 - Responses due no later than noon on 12/14</i>
<b>16: 12/14 Final Fireside Chat – Course Evaluation</b>	<i>None</i>	<i>Comments Close on 12/14</i>