

College of Eastern Utah

**HIST 2710**  
**U.S. History since 1877**  
**Syllabus**  
**Spring 2008**

**INSTRUCTOR:** Dr. Susan Rhoades Neel

**OFFICE:** CBB 243

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**E-MAIL:** susan.neel@ceu.edu

**OFFICE HOURS:**

Mondays, 11:00am-1:00pm

Tuesdays, 10:00am-1:00pm

And by appointment

**COURSE WEB SITE:** <http://www.srn teach.us>

**REQUIRED TEXTBOOK:** Eric Foner, *Give Me Liberty!: An American History*.

HIST 2710 is an in-depth survey of American history since 1877. Topics will include industrialization, urbanization, and immigration in the post-Civil War era, settlement of the West, race relations in the New South, American foreign policy from the 1890s through the 1960s and reform movements from the 1890s through the 1960s.

This course consists of two weekly lectures and a weekly online discussion. There will be two exams and one paper assignment. Attendance and participation are required.

**I. COURSE OBJECTIVES**

The purpose of this course is to provide students with an overview of U.S. history from the conclusion of the Civil War through the 1970s, with particular emphasis on socioeconomic, political, and cultural trends. In addition, this course will introduce students to historical thinking skills, including critical reading of primary source documents, analysis of cause and effect relationships as they occur over time, historical imagination and interpretation.

**A. Learning Objectives--Historical knowledge**

1. Know the basic chronology of U.S. history from 1877 through 1974.
2. Understand the economics, politics, and culture of race relations in modern America.
3. Understand the processes of industrialization and urbanization and how these influenced class and gender relations.
4. Understand America's involvement in international systems of economics and geopolitics.

### **B. Learning Objectives--Critical thinking skills**

1. Engage in analysis of primary historic documents.
2. Engage in historical interpretation.
3. Understand and analyze scholarly historical work.
4. Communicate historical knowledge through analytical writing.

## **II. COURSE REQUIREMENTS**

In order to accomplish the course objectives, students will be required to acquire information from a variety of course materials including lectures and readings. Students will be required to demonstrate what they are learning through weekly online discussions and exams. To complete these requirements students will need to have access to a computer with a connection to the world wide web and the ability to send and receive e-mail.

### **A. Required Course Materials**

1. The required textbook for this course is Eric Foner, *Give Me Liberty!: An American History*. Copies can be purchased at the CEU Bookstore.
2. Students will be required to view these films: *The Best Years of Our Lives*, *Rebel Without a Cause*, and *Gentlemen Prefer Blondes*. Copies of the films are on Reserve at the CEU Library, but you may also be able to find copies at the local video rental store or online from services such as NETFLIX.

### **B. Attendance**

1. Class will be held on Tuesdays from 1:00-2:15pm and Thursdays from 1:15-2:15pm in CBB 214.
2. Students are required to attend all class sessions. Students with more than 3 unexcused absences will receive an "F" in the course.

### **C. Assignments**

1. Weekly Discussion Blog. Students will be required to participate in a weekly discussion using the course blog. A discussion question for each week of the course has been posted on the course web site (the questions also appear below on the Course Schedule).

The blog can be accessed from the course web site, <http://www.srnteach.us>. To insure that the blog is a private discussion among only those students enrolled in HIST 2710, the blog is password protected. The instructor will hand out the password information during the first week of class.

Students are required to post a 250-word response to the discussion question and post at least one response to posts from other students. Students may find this brief essay on online discussions helpful.

The Course Blog is open from 11:59pm on Thursdays through 11:59pm on Mondays. Students must make their first post no later than Friday at 11:59pm. Second posts must be made no later than 11:59pm on Monday.

Weekly Discussions are worth 10% of the final course grade.

2. Class Project. Students will be required to participate in a class project to collect and write the history of the College of Eastern Utah. The purpose of this project is to give students experience in historical methodology, including locating and using primary source documents and conducting and preserving oral history.

### **CLASS PROJECT DUE: Tuesday, April 28**

Class Projects are worth 40% of the final course grade.

### **D. Midterm and Final Assessments**

1. Students are required to complete a midterm exam and a final exam. Each exam will consist of three essays drawn from the textbook, lectures, and online discussions. Exams are take home and students will have four

days to complete them.

Exams must be completed in Microsoft Word.

**MIDTERM EXAM: February 28-March 2**

**FINAL EXAM: April 28-30**

Each exam is worth 25% of the final course grade.

### **III. GRADING**

Grades will be based on the instructor's assessment of student performance on the required assignments and exams.

Grades will be distributed as follows:

10% = Weekly Discussion Blog

25% = Midterm Exam

25% = Final Exam

40% = Class Project

The grading scale is as follows:

A 93 – 100%

A- 90 – 92%

B+ 87 – 89%

B 83 – 86%

B- 80 – 82%

C+ 77 – 79%

C 73 – 76%

C- 70 – 72%

D+ 67- 69%

D 60 – 66%

F 0 – 59%

### **IV. COURSE POLICIES**

**A. Attendance.** Attendance is required. Students with more than 3 unexcused absences will receive a grade of "F" for the course.

**B. Communication.** Students are encouraged to visit the instructor during her regularly scheduled office. Students who are not able to visit during these hours are welcome to schedule an appointment for another time. If

you schedule an appointment but are not able to make it, please call or e-mail in advance to cancel.

The instructor makes every effort to respond to e-mail from students within 24 hours during the week and within 48 hours during the weekends. Students are expected to make timely responses to e-mail inquiries from the instructor.

**C. Late Materials.** All assignments and exams must be turned in on the scheduled due date. Papers submitted after the deadline will be deducted one-third of a grade for each day they are late.

**D. Missing/Rescheduling Exams.** Exams must be taken at the scheduled time. In cases of personal or family emergency, students who provide a written excuse and/or documentation may reschedule the exam at the instructor's convenience.

**E. Withdrawals/Incompletes.** During weeks 3-9 of the semester, students may withdraw from this course with the approval of the instructor. After the 9<sup>th</sup> week, only the Vice President for Academic Affairs may authorize withdrawals. Students wishing to withdraw after the 9<sup>th</sup> week must present documentation of extenuating circumstances.

Students who have completed a least 75% of the course requirements but are unable to finish the remaining requirements due to documented illness or family emergency may request an incomplete (I) grade. Incomplete grades are granted at the discretion of the instructor.

**F. Academic honesty policy.** All assignments, blog posts, and exams required for this course must be the work of the student who submits them. Students who submit plagiarized, falsified, or copied work will receive no credit for the assignment, blog post, or exam. Students who have submitted plagiarized, falsified, or copied work will not be given an opportunity to redo the assignment, blog post, or exam.

**The instructor will report all violations of the academic honesty policy to the Dean of students in accordance with the policies and procedures outlined under "Student Rights and Responsibilities" in the CEU College Catalog.**

**G. Courtesy in class and online.** It is expected that students will treat their fellow classmates and the instructor with courtesy during class, at meetings, and in all online communications. Courtesy includes using polite and civil language, being quiet and attentive when others are talking, and

maintaining an environment conducive to learning.

Use of rude or offensive language and disruptive or hostile behavior will not be tolerated. Students who engage in such behavior will be asked to leave the classroom or be denied access to the Course Blog and may be subject to disciplinary action under the CEU "Student Rights and Responsibilities."

Students should turn off or mute their cell phones before class begins. Text messaging during class is not permitted.

**H. Accommodation.** Reasonable accommodations are available for students who have a documented disability. If you are a student with a disability or special need, please contact the CEU Disability Resource Center immediately to arrange for accommodations that can assist you with this course. The Disability Resource Center is located in the SAC Building, Room 118. You may also contact the office by phone at 435.613.5670 or by e-mail at [DisabilityCenter@ceu.edu](mailto:DisabilityCenter@ceu.edu).

## V. SCHEDULE

Week 1: Yes, Virginia, There Was a Civil War

(Jan. 6 & 8)

READING: Foner, *Give Me Liberty*, Chp. 14

DISCUSSION QUESTION: **Introduce yourself to the class and tell us something about your interest in history.**

POST #1 DUE = January 9

POST #2 DUE = January 12

Week 2. Reconstruction

(January 13 & 15)

READING: Foner, *Give Me Liberty*, Chp. 15

DISCUSSION QUESTION: **Why was Reconstruction brought to an end in 1877?**

POST #1 DUE = January 16

POST #2 DUE = January 19

Week 3. Rags and Riches: Capital versus Labor in the Age of Industrialization

(January 20 & 22)

READING: Foner, *Give Me Liberty*, Chp. 16

DISCUSSION QUESTION: **What challenges and opportunities did the process of industrialization present to the owners and to the**

***workers in factories?***

POST #1 DUE = January 23

POST #2 DUE = January 26

Week 4. Metropolis: Urbanization and City Life in Fin de'siecle America  
(January 27 & 29)

VIEWING: *New York* (film), shown in class

DISCUSSION QUESTION: ***What were the distinctive characteristics of urban culture? Consider upper class, middle class, and working class aspects of city life in your response.***

POST #1 DUE = January 30

POST #2 DUE = February 2

Week 5: Gold, Silver and Corn: Politics in the Gilded Age  
(February 3 & 5)

READING: Foner, *Give Me Liberty*, Chp. 17

DISCUSSION QUESTION: ***How did the American political system respond to the challenges of industrialization?***

POST #1 DUE = February 6

POST #2 DUE = February 9

Week 6: Raking Muck: American Progressivism  
(February 10 & 12)

READING: Foner, *Give Me Liberty*, Chp. 18

DISCUSSION QUESTION: ***What were the accomplishments and failures of Progressivism?***

POST #1 DUE = February 13

POST #2 DUE = February 16

Week 7: Over There: America on the World Stage  
(February 17 & 19)

READING: Foner, *Give Me Liberty*, Chp. 19

DISCUSSION QUESTION: ***Was American involvement in WWI an expression of Progressivism or a retreat into Gilded Age expansionism? Or did it reflect the passing of both sentiments?***

POST #1 DUE = February 20

POST #2 DUE = February 23

Week 8: The Jazz Age: The Culture of Modernism in America  
(February 24 & 26)

READING: Foner, *Give Me Liberty*, Chp. 20

DISCUSSION QUESTION: ***Jazz, the Model T, and the KKK: How are these disparate features of the 1920s a reflection of the culture of modernism in America?***

POST #1 DUE = February 27  
POST #2 DUE = March 2

## **MIDTERM EXAM (February 28-March 2)**

Week 9: Depression=Great; Deal=New  
(March 3 & 5)

READING: Foner, *Give Me Liberty*, Chp. 21

DISCUSSION QUESTION: **What is the legacy of the New Deal?**

POST #1 DUE = March 6

POST #2 DUE = March 9

Week 10: The Good War?: America in World War II  
(March 10 & 12)

READING: Foner, *Give Me Liberty*, Chp. 22

DISCUSSION QUESTION: **The greatest lesson of World War II was that modernism produced, with equal vigor, the good and the bad. Do you agree with this statement?**

POST #1 DUE = March 13

POST #2 DUE = March 15

Week 11: SPRING BREAK  
(March 16-20)

Week 12: Duck and Cover: America in the Cold War  
(March 24 & 26)

READING: Foner, *Give Me Liberty*, Chp. 23

DISCUSSION QUESTION: **To what extent was the Cold War the reflection of a serious strategic threat from the Soviet Union versus American aggression, paranoia, and self-loathing?**

POST #1 DUE = March 27

POST #2 DUE = March 30

Week 13: Pretty in Pink: Affluence and Anxiety in the 1950s  
(March 31 & April 2)

READING: Foner, *Give Me Liberty*, Chp. 24

FILMS: see one of the following films

~ "The Best Years of Our Lives"

~ "Gentlemen Prefer Blondes"

~ "Rebel Without a Cause"

DISCUSSION QUESTION: **In the films you have seen this week, how is gender used to express the affluence and anxiety of postwar America?**

POST #1 DUE = April 3  
POST #2 DUE = April 6

Week 14: Freedom Now!: The Civil Rights Movement  
(April 7 & 9)

READING: Foner, *Give Me Liberty*, Chp. 25

DISCUSSION QUESTION: **When did the civil rights movement begin and why at that particular moment in time? When did it end?**

POST #1 DUE = April 10  
POST #2 DUE = April 13

Week 15: Quagmire: The Turbulent Sixties  
(April 14 & 16)

READING: Foner, *Give Me Liberty*, Chp. 26

DISCUSSION QUESTION: **Why did America lose the war in Vietnam?**

POST #1 DUE = April 17  
POST #2 DUE = April 20

Week 16: The Disco Decade: The Turbulent Seventies  
(April 21 & 23)

VIEWING: *Nixon* (film) shown in class

DISCUSSION QUESTION: **Richard Nixon was the most important president of the post-World War II era. Do you agree or disagree with this statement and why?**

POST #1 DUE = April 24  
POST #2 DUE = April 27

**FINAL EXAM**  
**(April 28-30)**

**CLASS PROJECT DUE: Tuesday, April 28**

*This schedule is subject to change at the instructor's discretion. Changes will be announced to students in class and/or via e-mail.*