

**Eastern Oregon University**  
**HIST 202: U.S. History, 1865-Present**  
**Ackerman 103, M-F 10-10:50**

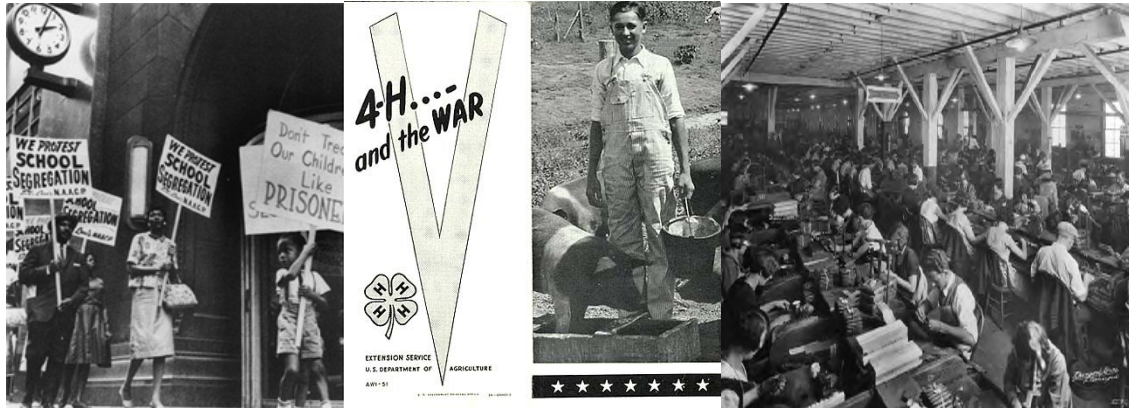
Professor: Dr. Rebecca Hartman

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Class Page: [www.eou.hist202/index.html](http://www.eou.hist202/index.html)

Office: 204E Ackerman Phone: 962-3708

Office Hours: MWR 11-12 and by appointment



Catalog Description: Surveys the political, cultural, and social history of the United States since Reconstruction. 5 credit hours.

General Education: This course fulfills the General Education Core requirement for Social Sciences and the General Education Learning Objectives for Critical Thinking (CT)

Course Description: History 202 provides a survey of the second ‘half’ of U.S. history. From 1865 to the present, the U.S. changed from an agrarian to an urban society; from a nation ‘isolated’ from world events, to the greatest economic and military power of the globe, to a battered superpower. The course begins with a close examination of Reconstruction—when the country struggled for racial justice in a nation born of civil war and ends with reflections on the various competing claims about the place of the U.S. in the world today. While we will examine political and economic aspects of the development of the U.S. from 1865 to the present, the course emphasizes *social and cultural history*, focusing on the lives of different groups of Americans and their differing positions within, and perspectives on, the developing nation. The course is structured around the idea that the U.S. has always been a diverse society, and that Americans of different classes, races, genders, and ethnicities have had very different experiences, and even different ‘American’ identities.

Class Format: The class is structured around small group exercises, whole class discussions and lectures. We will spend the majority of our class time engaged in discussion and work with documents and texts. Together, we’ll examine and discuss a variety of historical texts and documents along with our primary textbook.

Small group exercises are designed for you to take an active role in thinking and analyzing historically as you reach an understanding of the meaning and significance of the readings. A variety of exercises will give students the opportunity to develop the ability to clearly present their ideas in written and oral form. Larger class discussions will focus on tying together broader themes raised by the lectures and readings. Because of the collaborative nature of our small group work and class discussions, **it is very important that you complete the assigned readings by the date indicated on the syllabus. Textbook assignments give you a broad, foundational knowledge, allow you to ask questions about material that interests you, and help you work more intelligently with in-class workshops. This reading, rather than lectures, will provide you with essential background information, so doing the reading is critical to your success. THIS IS NOT A LECTURE-BASED CLASS.**

**READ CAREFULLY:** There are many ways of learning and there are many ways of teaching. This class is NOT a lecture-format class. I want everyone to be clear on what to expect in this course. It may not be what you are accustomed to, or what you expected. My goal is to avoid what is often termed ‘surface learning’ or ‘strategic learning’: that is, students absorb information strategically to repeat it on tests. Instead, I’ve designed our course to promote ‘deep learning’ which is more challenging for me, and more challenging for you. Make no mistake, this type of learning can be very difficult for students. I don’t have knowledge to transmit to you; I will work with you to create your own knowledge and understanding, through reading, discussing and *doing* history.

Learning Outcomes: Upon completion of the course, students should be able to demonstrate:

- Familiarity with the central cultural, social, political and economic developments of the U.S from the Civil War to the present (content)
- Fluency in identifying and explaining key historical issues from the time period (CT)
- An ability to locate, summarize, and critically analyze a variety of historical texts (CT)
- The capacity to recognize contexts and assumptions in historical evidence (CT)
- an awareness of multiple perspectives both in history and in the interpretation *of* history (CT)
- The ability to present historical concepts clearly in writing and orally
- An ability to work collaboratively with peers
- The skill of evaluating evidence to reach conclusions (CT)
- An ability to apply key analytical concepts—such as gender, race and class—to the study of the past. (CT)

Means of Assessment: You will demonstrate familiarity with key historical developments, ability to identify and explain key issues, and your ability to analyze historical writing through response papers, essays, workshops and exams. These assignments also will assess your ability to present historical concepts clearly and your awareness of multiple perspectives. Essays, workshops, and the final exam will assess your skills in developing evidence-based conclusions. Workshops will assess your ability to recognize context/assumptions in historical evidence. Workshops and class participation will allow you to demonstrate your skill at working collaboratively, analyzing and summarizing evidence, applying key analytical concepts to the study of history, and presenting

ideas orally.

Grading: This is how you earn your grade:

*Workshops	30%
Essays, Three (5%, 5%, 5%)	15%
Summary Responses	15%
Midterm	20%
Final Assignment	20%

Retain ALL of your work in a course portfolio until final grades are recorded. When turning in essays, summary responses, and final project material, include copies of previously graded essays and summary responses.

\*You cannot receive more than half-credit for workshops if you do not bring completed evidence charts or reading notes to class on workshop day.

Required Texts:

Foner, Eric. *Give Me Liberty! An American History* (syllabus refers to this as Foner)

Bissell Brown. *Going to the Source*, v. 2 (syllabus refers to this as BB)

Recommended: Hacker, Diana. *A Writer's Reference*. Any edition or another handbook is ok.

In addition, throughout the term I may distribute or assign brief readings in class in addition to the required texts...another good reason to not miss class!

Statement on Americans with Disabilities: If you have a documented disability or suspect that you have a learning problem and would like accommodations, please contact the Disability Services Program in Loso Hall 236 (962-3235). Students with special needs should see me as soon as possible, so that we can arrange any necessary accommodations. Students may also want to contact the EOU Learning Center (2-3663) Loso Hall 234 for additional assistance.

Academic Misconduct: Eastern Oregon University places a high value upon the integrity of its student scholars. Any student found guilty of an act of academic misconduct (including, but not limited to, cheating, plagiarism, or theft of an examination or supplies) may be subject to having his or her grade reduced in the course in question, being placed on probation or suspended from the university, or being expelled from the university—or a combination of these. (Please see Section II of the *Student Handbook and Planning Calendar: Campus Citizenship (Academic)*, p. 32ff. *Campus Citizenship (Behavior)*, p. 41ff.) TRANSLATION: Cheating in Dr. Hartman's classes results in profound misery and regret, both on the part of the student and the professor.

# NUTS AND BOLTS

Proofread your work (or even better, have someone else proof it). University-level work should be as polished as possible. Carefully checked work reflects a student's self-respect.

Have fun, keep an open but critical mind, learn some history, and have fun.

If there is any topic you have special interest in or would like to see covered more fully in class, please let me know. I can't guarantee that I can accommodate your interest, but I'll certainly try.

## **ROLE OF THE STUDENT**

- *Read and THINK about the assigned materials*
- ALWAYS bring your books and ALWAYS be prepared to discuss VF, handouts and workshop material
- *Complete the required assignments for the grade you seek*
- *Keep a calendar and meet assignment due dates*
- *Practice the discipline of curiosity*
- *Facilitate and advance the learning of fellow students and instructor*
- *Be aware of THE STUDENT CODE OF CONDUCT*

Some guidelines you should be aware of. Brought to you courtesy of former students:

Do not call or email me to ask what you missed if you weren't in class.

Do NOT Text Message in class. If you do, I will ask you to leave.

All work you hand in must be your own. The exception is work we do collaboratively in-class. See Academic Code of Conduct.

1. Missed workshops/in-class work cannot be made-up unless you are excused due to an official, school-related absence. **No exceptions.** Ever. Don't ask.

2. Citation. If you're in college you should know how to do it. If you don't, then learn. Avail yourself of the writing center, and/or citationmachine.com, and be sure to have a Hacker or other style handbook. If you do not have a style handbook, you should not be in college.

Note Well: The following schedule is subject to change depending upon our progress. We'll try to stick to the dates, but we do need to be flexible. Also, I frequently bring additional materials to class, so if you miss class it is your responsibility to be aware of added assignments and to obtain those materials.

Once you have read this syllabus, please send me an email acknowledging that you have read, understood, and agree to the terms of the syllabus. Be sure to include your name in the body of the email. Something like this: Dear Dr. Hartman, I, name, have read and understood the syllabus for History 202, Fall 2010.

### WEEK ONE: Reconstruction & Race (1865-1870s)

Assignments for the Week:

read Foner, chpt. 15

Read BB (Bissell Brown) Chapter 1 by Wed.

Monday: class introduction

Tue-Thurs: Reconstruction (lecture and discussion)

Thurs-Fri: Workshop with BB Chpt. 1. Bring completed evidence chart to class.

**\*DUE Friday: Summary response to Review Question #4. (p. 555) Please include one instance of direct citation and one of indirect citation.**

### WEEK TWO: Industrialization and Visions of Freedom (1870s-1890s)

Assignments for the Week: Foner, pp. 597—599, & chpt. 16

VF 100, 101,103,104. (Handouts)

Monday & Tuesday: Lecture and discussion

Wed. thru Friday: Workshops and discussion of VF documents

**\*DUE Friday: *ESSAY* response to Review Question #4 (p. 596)**

### WEEK THREE: Industry, Politics and Empire (1880s-1900)

**Assignments for the Week: Foner, chpt 17;**

**BB Chapter 4**

**\*DUE Friday: Summary response to Focus Question #3: “In what ways did the boundaries of American freedom grow narrower in this period?”(p. 597)**

WEEK FOUR: A New Century-The Progressive Era (1900-1920s)

Assignments for the Week: Foner, chapter 18; VF, 113, 115, 116, 119 (Handouts)

Two workshops this week: WED: VF 113, 116 and THURS: VF 116, 119

**ESSAY: Choose one: Either Review Question #1, p. 677 or “How did each president of the Progressive era view the role of the federal government and how did they define freedom in relationship to that role?”**

WEEK FIVE: WWI & The 1920s

**Assignments for the week: Foner, chpt. 20**

**Workshop on WWI Propaganda**

**BB Chapter 7—introduction only**

**MIDTERM**

**WEEK SIX: The Great Depression, New Deal (1929-1941)**

**Assignments for the Week: Foner Chapter 21;**

**BB Chapter 8**

\*\*WEEK SEVEN: WWII, Post-war US & Cold War Culture

Assignments for the week: Foner, chapters 22& 23

BB Chapter 9

Note heavy reading week

**WEEK EIGHT: The Times They are a'changin': Civil Rights and the '60s**

**Foner, chapters 24 & 25**

**BB Chapter 11**

**Essay #3. Answer question #3 on p. 956: Illustrate in a short essay how Lyndon Johnson's War on Poverty redefined the relationship between freedom and equality.**

**WEEK NINE: Vietnam and the Great Society (1960s-1970s)**

**Foner, chapter 26**

**BB Chapter 12**

**Summary Response: your choice of review or focus question from any chapter reading for weeks eight or nine**

**WEEK TEN: the Age of Retrenchment: (1970s-1990s)**

**Foner, Chapter 27**

**BB Chapter 14**

**Prep for final exam if necessary**

Some history websites you might find interesting:

<http://www.digitalhistory.uh.edu/>

This is a wonderful site. It has a hypertext textbook, online exhibits, primary documents, guides, glossaries, etc.

<http://historymatters.gmu.edu>

Very cool site; lots of primary documents

<http://memory.loc.gov/ammem/amtitle.html>

This site is maintained by the Library of Congress and has a wealth of digital collections.

<http://memory.loc.gov/ammem/sgphtml/sashtml/>

This is the digital collection of “The Stars and Stripes,” a U.S. Army newspaper published during World War I for American soldiers in France.

[http://www.archives.gov/digital\\_classroom](http://www.archives.gov/digital_classroom)

This is part of the National Archives website. Explore!

<http://newdeal.feri.org/>

A terrific site devoted to the history of the New Deal era.