

Fall 2010
History 204, sec. 002
Time: TTh 2:00-3:40 pm
221 Satterlee Hall

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Office hours: TTh 1:00-1:45 pm
and by appointment

The United States Since 1877-Freshman Writing

Course Description

This introductory survey explores the history of the United States from the period of Reconstruction, during which Americans reorganized their society after the Civil War, to the era of Ronald Reagan in the 1980s. Along the way, it examines the “New South,” the “winning” of the West, the industrial revolution, Populism and Progressivism, the Great Depression and the New Deal, World War II, the Cold War, the Civil Rights Movement, and the American war in Vietnam. Along with an overview of American history since 1877, the course focuses closely on some of the most important issues and events, as well as the people, communities, trends, and beliefs of the period.

Students will be expected to understand the complex interactions that have shaped societies and the nation and to develop in thinking and writing careful evaluations of that complexity. You will *Learn* history through mastering the basic facts, events, names, dates and places, and especially the significant questions and major recurring themes of American history since the Civil War. And you will *Do* history by reading a wide variety of historical sources and practicing the skills and tools which historians use. Along with sharpening your skills in reading, writing, and oral expression, this course should make you better able to understand the world of the present.

The course also carries a Freshman Writing component. Not only will it help you to understand the world of today through an examination of the past, but it will also teach you to better express your thoughts through expository writing. It will do this both by requiring you to write four papers and by asking you to work together with your classmates to improve the quality of each other's work.

Required Readings

Boyer, Paul, et. al., *The Enduring Vision: A History of the American People, Volume 2: From 1865*, Concise Sixth Edition, ISBN: 0547222785 (**EV** in “Class Schedule and Reading Assignments” below)

Study Guide to accompany Boyer, et. al., *Enduring Vision*, ISBN: 0618604308

Frakes, Robert M. *Writing for College History: A Short Handbook*, 1st Edition, ISBN: 061830603X (**WCH** in “Class Schedule and Reading Assignments” below)

Wheeler, William Bruce and Susan D. Becker. *Discovering the American Past: A Look at the Evidence*, Concise Edition-ISBN: 0618011587 (**DAP** in “Class Schedule and Reading Assignments” below)

The Autobiography of Malcolm X: As Told to Alex Haley, Ballantine Books, Paperback edition, ISBN: 0345350685 (**AMX** in “Class Schedule and Reading Assignments” below)

You will be assigned one additional book. Do not buy the book until you have received the assignment in class.

Arneson, Eric, ed. *Black Protest and the Great Migration: A Brief History with Documents*
Galloway, Colin G., ed. *Our Hearts Fell to the Ground: Plains Indian Views of How the West Was Lost*
Merrill, Karen R., ed. *The Oil Crisis of 1973-1974: A Brief History with Documents*
Royster, Jacqueline Jones, ed. *Southern Horrors and Other Writings: The Anti-Lynching Campaign of Ida B. Wells, 1892-1900*
Walker, Nancy A., ed. *Women's Magazines, 1940-1960: Gender Roles and the Popular Press*

Readings should be completed by the Tuesday of the week for which they are assigned. You will take at least four unannounced quizzes on Tuesdays throughout the semester. The quizzes will count for 10% of your grade.

Course Structure

Class sessions, while drawing on the textbook and additional readings, will not simply repeat them. Lectures and written documents will provide a variety of sources for examining the period. Sessions will consist of lectures, discussions, group work, and process writing. You, as the historian, will need to draw on all materials in your written work.

All course work stresses your being able to demonstrate clearly, in writing or orally, a concrete understanding of people, places, time periods, ideas, and trends and their significance. For example, you need to show you know who Senator Joseph McCarthy was in time, in location, and in action, and how his particular identity is connected to larger issues. Each assignment helps give you different settings in which to use the same skills and more chances to improve your scholarly work.

The Freshman Writing component of the class will consist of two 800 to 1,000 word papers, one 1,000 to 1,200 word paper, and a 600-800 word paper, which you will revise as the course proceeds. Revisions will be based on my comments, those of your classmates, and your own improvements.

Attendance

Attending class and participation is crucial. Arriving on time and staying the entire period are included in your participation grade. The only excused absences are those with official documentation of active participation in college activities, religious beliefs, illness, or other emergencies (see the SUNY Potsdam Undergraduate Catalogue for the official college policy). Students can make up missed assignments only with this documentation. Absences due to participation in college activities must be documented in advance. Assignments due on a day missed because of a college activity must be handed in in advance of the due date. If you accrue more than 3 unexcused absences, your participation grade will be lowered by **2 points** per missed class.

Course Requirements and Evaluation

Course work consists of class participation, quizzes, a midterm, a final exam, a presentation, and four papers. **Percentages in parentheses indicate weight of item in determining final grade.**

1) Participation: (30%) Readings listed in this syllabus must be completed by Tuesday of the week they are assigned. You will get out of this class what you put into it. Lectures and especially discussions will be far more enjoyable and profitable if you come prepared. We will do a variety of in-class exercises, including quizzes, small group and full class discussions, and group presentations. We will also practice “process writing,” in which students will work in groups and pairs to edit each other’s work.

X Quizzes **10%**

You will take four short unannounced quizzes throughout the semester. I will drop the lowest grade.

X Group Presentations **10%**

You will participate in a group presentation on the book that you are assigned, for which you will receive an individual grade (I will hand out a separate sheet explaining this assignment in more detail for each group).

X Class Discussion and Process Writing **10%**

You will be evaluated on your individual contributions to class discussions. Remember, though, what you say is more important than the amount you speak. Process writing involves dividing the class into workshop groups whose members will read and comment on each other's work. These critical evaluations in writing and in class sessions are an important part of your course work. By critiquing your classmates' work, you should not only help them to improve their papers but also learn to recognize ways that you can improve your own essay.

2) Multiple Choice Exams: (20%) Two exams including the final. Study questions will be handed out in advance of the exams.

X Mid-Term **10%**

X Final Exam **10%**

3) Papers: (50%) The papers, along with process writing, will satisfy the FW portion of the course. Papers, including drafts must be typed, double-spaced, and paginated. Final drafts must also have a title. **All drafts and final drafts must be submitted at the beginning of class on the day they are due. Failure to do so will result in significant grade penalties-5 points per day.**

X Paper # 1 **10%**

X Paper # 2 **15%**

X Paper # 3 **20%**

X Paper # 4 **5%**

Paper # 1 (800-1,000 words) will require you to write a paper that addresses the question: Why did Reconstruction fail to protect the political, social, and economic rights of the former slaves? **A first draft of the paper will be due on Thursday, September 16, and the final draft will be due on Thursday, September 30.**

Paper # 2 (800-1,000 words) will require you to write a paper that addresses a question that relates to the book on which you give your presentations. **A first draft of the paper will be due on Tuesday, October 19, and the final draft will be due on Thursday, November 11.**

Paper # 3 will require you to write a paper that compares the views of Malcolm X and Martin Luther King, Jr., based on The Autobiography of Malcolm X and Martin Luther King, Jr.'s Letter From Birmingham Jail. **A first draft of the paper will be due on Tuesday, November 30, and the final draft will be due on Thursday, December 2.**

Paper # 4 (600-800 words) will require you to write an evaluation of your progress in improving your understanding of history and writing skills over the course of the semester. **This paper will be due on Tuesday, December 14.**

As with your presentations, I will hand out a separate sheet explaining each of these assignments in more detail.

X Total **100%**

You must complete all of the above assignments to be eligible to earn a passing grade (2.0) in the class. Completing all assignments does NOT guarantee that you will receive a 2.0.

Quizzes, response papers, presentations, exams, and papers will be graded on a scale of 0-100. All grades, including your final grade, will be translated into the college four point system on the following basis:

0-59	0.0 - F		77-79	2.7 - B-
60-62	1.0 - D		80-82	3.0 - B
63-66	1.3 - D+		83-86	3.3 - B+
67-69	1.7 - C-		87-89	3.7 - A-
70-72	2.0 - C		90+	4.0 - A
73-76	2.3 - C+			

Plagiarism

Standards of academic honesty and plagiarism are described in the SUNY Potsdam Undergraduate Catalogue. Subject to college appeal procedures, students determined to have violated standards of academic honesty may receive an immediate F in the course. You may not paraphrase without citations. You may not use exact quotes without quotation marks and citation. You must cite the use of other people's ideas at the end of the first paragraph of the section in which you use those ideas. Other than for basic factual information provided in the text, you must cite where you use it all factual information.

Documented Disabilities

Any student who feels she or he may need academic adjustments or accommodations based on a documented disability should see me after class, during my office hours, or by appointment. Students needing an Accommodation Plan should see Sharon House, Coordinator of Accommodative Services.

Class Schedule and Reading Assignments-subject to change

Week One:

8/31: Introduction to class

9/2: Reconstruction and Redemption/Organize Workshop-Discussion Groups/Discuss Paper # 1

Reading: Syllabus; **EV**: The U.S. Constitution, A-3--A-13; **DAP**: Chapter 1: First Encounters, 1-7.

Week Two:

9/7: The Indian, the West, and the Industrial Revolution/Discuss Paper # 1, # 4, and Chicago Style

9/9: The New South/Discussion (please bring **DAP** and **WCH** to class)

Reading: Paper Guidelines; **EV**: Chapter 16, 353–378; **DAP**: Chapter 7: “Reconstructing Reconstruction,” 164–190; **WCH**, 1-14, 27-43.

Week Three:

9/14: Laissez Faire and Big Business/Discuss Paper # 1

9/16: Immigration and Labor Unrest/ **1st Draft, Paper # 1 Due/Workshop Paper # 1**

Reading: **EV**: Chapters 17 and 18, 379–425; **WCH**: 45-62.

Week Four:

9/21: Populism/**Workshop Paper # 1**

9/23: Imperialism/Presentation: *Southern Horrors*

Reading: **EV**: Chapters 19 and 20, 426–475.

Week Five:

9/28: Library Session

9/30: Progressivism/ Discussion (please bring **DAP** to class)(**Paper # 1 Due**)

Reading: **EV**: Chapter 21, 477–504; **DAP**: Chapter 8: “How They Lived,” 190–234.

Week Six:

10/5: Progressivism and World War I/Discuss Paper # 2

10/7: Presentation: *Our Hearts Fell to the Ground* /Discuss Paper # 2

Reading: Chapter 22, 505–531;

Week Seven:

10/12: No Class: October Break

10/14: World War I, cont./Discussion (please bring **DAP** to class)/Discuss Paper # 2

Reading: **EV**: Chapter 23, 532–556; **DAP**: Chapter 9: “The ‘New’ Woman of the 1920s,” 235–261.

Week Eight:

10/19: The Roaring Twenties and The Crash/Film: “The Road to Rock Bottom”/Discussion/**First Draft Paper # 2 Due**

10/21: The New Deal/**Workshop Paper # 2**

Reading: **EV**: Chapters 24 and 25, 557–615.

Week Nine:

10/26: Presentation: *Black Protest and the Great Migration*/Review For Midterm

10/28: Midterm/The Global Crisis and World War II

Reading: **EV**: Chapter 26, 616–637; **DAP**: Chapter 10: “Documenting the Depression,” 262–277.

Week Ten:

11/2: World War II, cont. and Origins of Cold War/Discussion (please bring **DAP** to class)

11/4: McCarthyism and Life in the 1950s/**Workshop Paper # 2**

Reading: **EV**: Chapter 27, 638–661; **DAP**: Chapter 11, “The Burdens of Power,” 278–308; **AMX**: ix–23.

Week Eleven:

11/9: Presentation: *Women’s Magazines, 1940-1960*/Discuss Paper # 3

11/11: The Civil Rights Movement I/Discuss Paper # 3/**Paper # 2 Due**

Reading: **EV**: Chapter 28, 662–684; **AMX**: 24–153.

Week Twelve:

11/16: The Civil Rights Movement II/Discuss Paper # 3

11/18: Vietnam: The Origins of Conflict/Discussion (please bring **DAP** to class)/Discuss Paper # 3

Reading: **EV**: Chapter 29, 685–708; **DAP**: Chapter 12: “A Generation in War and Turmoil,” 309–345; **AMX**: 154–324; Martin Luther King, Jr., *Letter From Birmingham Jail*.

Week Thirteen:

11/23: Film: “Tet”/Discussion

11/25: No Class: Thanksgiving Break

Reading: **EV**: Chapter 30, 709–733; **AMX**: 325–466.

Week Fourteen:

11/30: The Rise and Decline of 1960s Liberalism /**First Draft Paper # 3 Due**/Workshop Paper # 3

12/2: The Conservative Challenge/**Workshop Paper # 3**

Reading: **EV**: Chapter 31, 734–787.

Week Fifteen:

12/7: The Triumph of Conservatism/Presentation: *The Oil Crisis of 1973-1974*/Discuss Paper # 4

12/9: Class Discussion and Review for Final Exam/Discuss Paper # 4/**Paper # 3 Due**

Reading: **DAP**: Chapter 13, “Democracy and Diversity,” 346–364.

Final Exam and Paper # 4 Due: Tuesday, December 14, 2:45PM - 4:45PM