

Syllabus for History 12: American History from 1864  
**Reedley College**  
Summer 2018

**Course #:** 76912

**Instructor:** Carl Geissert

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**Meeting Days:** M-F

**Meeting Time:** 08:00- 10:50 am

**Room:** Washington Union High School, Rm TBD

**Course Description:**

This course is an introduction to the primary political, social, cultural, and economic developments in American history from the end of Reconstruction to the near present. Because this survey covers such a large swath of time, it will be useful to frame the class around several over-arching themes: 1) racial/ethnic assimilation and conflict; 2) political participation and exclusion; 3) the pursuit of the American Dream; and 4) the emergence of the United States as a global power.

This course fulfills the requirement for Area D1, American History: *To understand and analyze the basic principles underlying human social behavior*. The essay exams and writing assignment provide students the opportunity to write in excess of the minimum writing requirement.

**Learning Outcomes:**

**Upon completing a course in Area D1 (American History), a student will be able to:**

1. Identify the changing characteristics in American political and governmental institutions since 1865
2. Analyze the fundamental changes in the American economy since 1865.
3. Identify the contributions and changing roles of gender and ethnic groups in American history since 1865.
4. Analyze the causes and consequences of America's foreign policy, wars, and rise to global prominence since 1865
5. Identify the contributions and changing roles of gender and ethnic groups in American history since 1865.

**Course Objectives:****In the process of completing this course, students will:**

1. examine the development of political and governmental institutions in the United States from the Reconstruction Era to the present.
2. describe the evolution of the American economy after 1865, focusing on America's emergence as a modern industrial society and dominant force in the global economy.
3. compare and contrast trends and movements in American social, cultural, and intellectual life from the 1865 to the present.
4. trace changes in American social structure as influenced by such factors as urbanization, industrialization, the expansion of suburbs, and the movement toward a post-industrial society in the mid-twentieth century.
5. evaluate the contributions, socio-economic conditions and experiences of minority groups and women in the history of the United States from 1865 to the present.
6. analyze changes in United States immigration policy as well as the impact of immigration on American society since 1865
7. identify the main features and consequences of the United States' foreign policy, focusing on America's emergence as a world power as well as its role in major wars and international conflicts since the 1865.
8. Assess the importance of specific prominent persons, places, and events in United States history
9. demonstrate the ability to interpret primary and secondary sources, discern between them and to compose an argument which uses them, as appropriate, for support.

**Required Books:**

- 1) Brinkley, Alan. *American History: Connecting with the Past, Volume 2: from 1865*, 15<sup>th</sup> Edition.

**Course Organization:**

The course will be broken up into two main activities: lecture, and discussion.

Most class meetings will include a lecture. The assigned textbook reading for each day will help you follow these lectures more easily. This textbook reading, from Alan Brinkley's *American History*, appears on the course schedule corresponding to each week of the course. While you should do the textbook reading each week so that you can better understand lectures, you do not need to bring the textbook with you to class, unless directed to by the professor.

we will also have daily discussions based around the reading of primary source documents relating to the period being studied. During discussions, you must come prepared to discuss the assigned reading for that day. All reading assignment will be on Canvas in the “Discussion Readings” folder in the “Files” tab for the course. Careful reading of the assigned material is essential to discussion sections. **Print out and bring the assigned readings to class on discussion days. If you do not, you will not receive credit for the day’s discussion.**

### **Assignments, Requirements, and Expectations:**

- 1) **Attendance.** Roll will be checked every day. If you miss more than one class meeting, your grade will suffer. *If you are absent from any class, it is your responsibility to find out what announcements were made.*
- 2) **Tardiness.** Don’t be late to class. It is distracting, rude and unfair to fellow classmates and to the instructor when a student is late. It is your responsibility to notify the instructor (after class) that you are present if you arrive after roll has been taken. If you know that you will be late in advance, please let me know through email.
- 3) **Quizzes.** Most class meetings will begin with a short quiz covering the previous week’s lectures and reading. These will generally be online, open-note, timed quizzes that can be found in the Quizzes section of the Canvas page for the course, and will feature a mix of multiple choice, fill in the blank, and true/false questions. Occasionally, quizzes will take the form of short, in-class writing assignments. In total, you will take 13 quizzes for this course, only the 10 best scores of which will be applied to your grade.
- 4) **Pub-Quizzes:** You will also take two oral, group quizzes this semester that will draw from all the material presented in lectures, reading, and discussions. Each of these “pub-quizzes” will account for 5% of your final grade in the course.
- 5) **Exams.** There are a total of two essay exams in this course — one midterm exam and a final exam. Each essay exam will test what we cover in lectures as well as the assigned readings. **The final exam for this course will be held on Friday, July 6<sup>th</sup> from 08:00 to 09:50 am.**

Make-up exams will be given only in extraordinary circumstances. Failing to plan ahead does not qualify: it is your job to anticipate problems and to arrange your life so that you have sufficient time to prepare for each exam. If an emergency arises, contact me immediately. *If you do not show up for an exam and I have not heard from you, you will receive an F.*

- 6) **Paper.** You are required to write one 5-7-page paper, which will account for 25% of your final grade in the course. **You will bring three copies of a rough draft of your paper to class on Wednesday, June 27<sup>th</sup>** for a revision workshop. Students that fail to turn in a rough draft will lose a letter grade off of their score for the final paper. **The final paper is due at the beginning of class on Thursday, July 5<sup>th</sup>.** The topic for the paper will be

given out well in advance of these dates. For every day that the paper is late, I will deduct one letter grade from the total points earned on this assignment.

**Your Paper should follow the typical format for college-level papers: typed, 12pt font, double-spaced, 1 in. margins.**

- 7) **Academic Dishonesty.** Students at California State University, Fresno are entitled to the best education that the college can make available to them, and they, their instructors, and their fellow students share the responsibility to ensure that this education is honestly attained. Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all academic endeavors. Academic dishonesty in any form is a very serious offense and will incur serious consequences.

**Cheating** is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. Cheating may include, but is not limited to, copying from another's work, supplying one's work to another, giving or receiving copies of examinations without an instructor's permission, using or is playing notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or failing to disclose research results completely.

**Plagiarism** is a specific form of cheating: the use of another's words or ideas without identifying them as such or giving credit to the source. Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved, or failing to observe computer security systems and software copyrights.

Incidents of cheating and plagiarism may result in any of a variety of sanctions and penalties, which may range from a failing grade on a particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on the severity and frequency of the incidents.

- 8) **Participation.** Participation is crucial to your success in this course. Each student must be prepared to discuss the assigned readings on discussion days. *Students who do not actively and constructively participate will receive low participation grades. Simply showing up for discussions, in other words, will not earn you a passing participation grade.*
- 9) **Cell phone policy.** Turn your phones off while in class. If your phone rings or vibrates, I answer it. Don't even think about texting while in class. *If I see you texting, your final course grade will be lowered by one letter grade.*
- 10) **Computer policy.** You may use a computer or tablet to take notes in class. If you do so, you must turn off your wireless and you must sit in the front row. You may also download Friday readings onto a computer or tablet and bring that to discussions. *You may not use a cell phone for this purpose.*

**11) Disruptive Classroom Behavior.** The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

**12) Email.** Please check your campus email account regularly. If you do not, you may miss an important announcement about class.

### **Grading:**

Quizzes: 15%  
 Discussion Participation: 10%  
 Pub-Quizzes: 10%  
 Mid-Term Exam: 20%  
 Final Exam: 20%  
 Final Paper: 25%

### **Grading Scale:**

This Course follows a fairly typical grading scale.

89.5-100%	A
79.5-89.4%	B
69.5-79.4%	C
59.5-69.4%	D
59.4% and Below	F

**Office Hours:** Should you have any questions or concerns, please feel free to contact me via email to arrange a time before or after class to meet with me.

**Students with Disabilities:** If you have a verified need for an academic accommodation or materials in alternate media (e.g. Braille, large print, electronic text, etc.) per the Americans with Disabilities Act or Section 504 of the Rehabilitation Act, please contact your instructor as soon as possible.

**Course Schedule: [SUBJECT TO CHANGE IN THE EVENT OF EXTENUATING CIRCUMSTANCES]**

<b>Meeting</b>	<b>Date</b>	<b>Topic</b>	<b>Reading and Other Assignments</b>
<b>1</b>	Tuesday, June 12	Course Overview and Expectations  Reconstruction	1. Course Syllabus  2. <i>American History: Connecting with The Past</i> , pp. 400-419;  3. Pre-Quiz: Student Learning Outcomes
<b>2</b>	Wednesday, June 13	Discussion: Louisiana Black Code  The Closing of the West  Final Paper: Tips and Expectations	1. Quiz #1: Reconstruction  2. <i>American History: Connecting with The Past</i> , pp. 431-456  3. Louisiana Black Code [canvas reading #1]
<b>3</b>	Thursday, June 14	Discussion: Sarah Winnemucca, <i>Life Among the Piutes</i>  The Rise of Industrial Capitalism  The Revision Process	1. Quiz # 2: The West  2. <i>American History: Connecting with The Past</i> , pp. 458-483  3. Winnemucca, <i>Life Among the Piutes</i> [canvas reading #2]
<b>4</b>	Friday, June 15	Discussion: Industrial Capitalism  Jim Crow and the New South  Finding Your Argument	1. Quiz #3: Industrial Capitalism  2. <i>American History: Connecting with The Past</i> , pp. 419-429.  3. Carnegie, "Gospel of Wealth" [Canvas Reading #3]

Meeting	Date	Topic	Reading and Other Assignments
			<p>4. "Trade Unionists Protest the Gift of a Carnegie Library" [Canvas Reading #4]</p>
5	Monday, June 18	<p><b>Pub Quiz #1</b></p> <p>Discussion: Jim Crow</p> <p>Garfield and the Gilded Age</p>	<p>1. Review readings and all course notes</p> <p>2. <i>American History: Connecting with The Past</i>, pp. 486-512</p> <p>3. Booker T. Washington, "The Atlanta Compromise" [Canvas Reading #5]</p> <p>4. W.E.B. Du Bois, "On Booker T. Washington and Others" [Canvas Reading # 6]</p>
6	Tuesday, June 19	<p>American Manhood, American Imperialism: The United States at the Turn of the Century</p> <p>Choosing an Argument: Writing workshop using Washington and Du Bois Readings</p>	<p>1. Quiz #4: Writing an Identification Essay [in-class writing assignment]</p> <p>2. <i>American History: Connecting with The Past</i>, pp. 515-549</p> <p>3. Booker T. Washington, "The Atlanta Compromise" [Canvas Reading #5]</p> <p>4. W.E.B. Du Bois, "On Booker T. Washington</p>

Meeting	Date	Topic	Reading and Other Assignments
			and Others" [Canvas Reading # 6]
7	Wednesday, June 20	Discussion: Roosevelt's <i>The Strenuous Life</i>  The Progressive Era and Early Feminism	1. Quiz # 5: The Gilded Age and American Imperialism  2. <i>American History: Connecting with The Past</i> , pp. 551-581.  3. Theodore Roosevelt, <i>The Strenuous Life</i> [Canvas Reading #7]
8	Thursday, June 21	Discussion: Female Suffrage  World War I  Midterm Review	1. Quiz # 6: Writing an Identification Essay [in-class writing assignment]  2. <i>American History: Connecting with The Past</i> , pp. 583-612  3. Vest, "More Logic, Less Feeling" [Canvas Reading #8]  4. Catt, "Class vs Gender" [Canvas Reading #9]  5. Review class notes and bring them with you to discussion
9	Friday, June 22	<b>Midterm Exam</b>  A tale of Two Twenties	1. <i>American History: Connecting with The Past</i> , pp. 614-637.
10	Monday, June 25	Discussion: Scopes Monkey Trial	1. Quiz # 7: The 1920s



Meeting	Date	Topic	Reading and Other Assignments
		The Great Depression and the New Deal	<p>2. <i>American History: Connecting with The Past</i>, pp. 640-685.</p> <p>3. Transcript of the Scopes Trial [Canvas Reading #10]</p>
11	Tuesday, June 26	<p>World War II</p> <p>How to give Feedback</p> <p>The Cold War in Europe and Latin America</p>	<p>1. Quiz # 8: The Great Depression and the New Deal</p> <p>2. <i>American History: Connecting with The Past</i>, pp. 686-730.</p>
12	Wednesday, June 27	<p><b>Rough Draft Revision Workshop</b></p> <p>Discussion: Kennan’s Long Telegram</p> <p>The Cold War at Home: The 1950s in America</p>	<p>1. Quiz #9: World War II</p> <p>2. <i>American History: Connecting with The Past</i>, pp. 733- 768.</p> <p>3. Bring 3 copies of your rough draft with you to class.</p> <p>4. George F. Kennan, “The Long Telegram [Canvas Reading #11]</p>
13	Thursday, June 28	<p>The Civil Rights Movement Part I</p> <p>Discussion: The Southern Manifesto</p>	<p>1. Quiz # 10: The Cold War and the 1950s</p> <p>2. <i>American History: Connecting with The Past</i>, pp. 770-779.</p> <p>3. The Southern Manifesto [Canvas Reading #12]</p>

<b>Meeting</b>	<b>Date</b>	<b>Topic</b>	<b>Reading and Other Assignments</b>
<b>14</b>	Friday, June 29	<b>Pub Quiz #2</b>  The Civil Rights Movement Part II	1. Review readings and all course notes  2. <i>American History: Connecting with The Past</i> , pp. 782-791.
<b>15</b>	Monday, July 2	Discussion: Ho Chi Minh, Declaration of Vietnamese Independence  The Vietnam War	1. Quiz # 11: The Civil Rights Movement  2. <i>American History: Connecting with The Past</i> , pp. 782-785; 792-805; 824-826  3. Ho Chi Minh, "Declaration of Vietnamese Independence [Canvas Reading # 13]
<b>16</b>	Tuesday, July 3	Lyndon Johnson and the Great Society	1. Quiz # 12: The Vietnam War  2. <i>American History: Connecting with The Past</i> , pp. 808-823.
<b>17</b>	Wednesday, July 4	No Class	
<b>18</b>	Thursday, July 5	<b>Final Paper due in Class</b>  The Liberal Consensus Crumbles and the Reagan Revolution  Final Exam Review	1. Quiz #13: Writing an identification essay [in-class writing assignment]  2. <i>American History: Connecting with The Past</i> , pp. 824- 854

<b>Meeting</b>	<b>Date</b>	<b>Topic</b>	<b>Reading and Other Assignments</b>
			3. Review class notes and bring them with you to discussion
<b>19</b>	Friday, July 6	Final Exam	

**The final exam for this course will be held on Friday, July 6 from 08:00 to 09:50 am.**