

# *AMERICAN HISTORY FROM CIVIL WAR TO GLOBAL POWER*



## *Course Description*

This course provides a survey of American Civilization from Reconstruction after the American Civil War to the present. Among the topics to be examined will be: post Civil War Reconstruction of the nation, westward expansion in the late nineteenth century, industrialization, Progressive reform in industrial America, World War I, the Great Depression, World War II, the Cold War, Vietnam and the Great Society, and America in the late twentieth century. These topics will be presented chronologically with an emphasize on the evolution of a distinctive American culture and character.

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HUM215

### Office Hours

- W 1-3pm
- T/Th 12:30-1:30pm
- by appointment

***\*\*All required reading materials are available online, for free, via Perusall.\*\****

## Course Objectives

- Demonstrate an understanding of the United States as consisting of diverse communities and cultures at the local and national level
- Explain the social, political, economic, and cultural structures of the United States using quantitative and/or qualitative data
- Explain and critically analyze the complex social, political, economic, and cultural development of the United States and its contemporary issues
- Reflect upon how their experience with and/or learning about diverse communities has affected their own identity and commitment to public action at the local, national, or global level
- Extend knowledge from their own personal background and academic disciplines to a consideration of national issues and solutions
- Through the use of primary and secondary sources, develop a fuller understanding of and appreciation for the field of history and the interpretative and analytical skills employed when doing history
- Develop reading, writing, communication, and critical thinking skills.
- Enhance student understanding of historical thinking skills

## Course Policies

**Students will, above all, be respectful to each other and to the instructor. This course syllabus is subject to revision by the instructor.**

### TECHNOLOGY POLICY:

While York College recognizes students' need for educational and emergency-related technological devices such as laptops, mobile devices, cellular phones, etc., using them unethically or recreationally during class time is never

appropriate. The College recognizes and supports faculty members' authority to regulate in their classrooms student use of all electronic devices.

Because our reading assignments are exclusively online, **students are strongly encouraged to bring a laptop or tablet for in-class work every day that there is required reading.** However, the use of laptops or tablets for inappropriate purposes (i.e., email, messaging, other coursework, internet browsing unrelated to



the course) is not acceptable. During class, **all cell phone use is prohibited** (unless otherwise permitted explicitly by the instructor for classroom use or unless student has extenuating circumstances and is given express permission by the instructor to use phone). These devices should be **put away, silenced, and out of sight**. Violation of this technology policy by use of laptops/tablets for non-classroom activity or any use of phone **will adversely affect students' participation** and, if egregious, attendance grades.

## COMMUNICATION:

York College recognizes the importance of effective communication in all disciplines and careers. Therefore, students are expected to competently analyze, synthesize, organize, and articulate course material in papers, examinations and presentations. In addition, students should know and use communication skills current to their field of study, recognize the need for revision as part of their writing process, and employ standard conventions of English usage in both writing and speaking. Students may be asked to further revise assignments that do not demonstrate effective use of these communication skills.



Students are responsible for checking their **YCP email accounts, the Canvas site, and Perusall regularly**. The instructor will communicate with students via email and announcements on the course website; it is imperative that students set up notifications and/or alerts (either via email or an app alert on your devices) of messages from Canvas.

Please **do not use your personal email** account to email the instructor; instead, **use your YCP email account** when corresponding with the instructor. It is also advisable to email the instructor via the email client you use (Gmail in browser, Outlook, etc.) and **do not send a message through Canvas**—these messages do not directly forward to the instructor's email account.

## INSTRUCTOR FEEDBACK:

Unless otherwise notified by the instructor, students should expect feedback on all assignments within one week of handing in these assignments. Students should generally allow additional time when late work is submitted, though the instructor will make every attempt to provide feedback within the week. Feedback will be made available online and in hard copy, depending on the assignment submission process

(including comments and grades).

### LATE WORK POLICY:

All due dates are time stamped on Canvas, and are expected to be submitted at that particular date and time. Late assignments can only receive **up to half credit and only within 48 hours of the due date for any credit**. One minute to 24 hours is the first day, and so on, after that. One exception is the group work assignments, which are due by the end of that particular class session (unless otherwise directed). Students may **only** make up these activities with **excused absences**, and must arrange for handing those assignments in with the instructor **prior to the start time of the class session they will miss**. Makeup group work must be completed individually and submitted **in hard copy form the next time the student is in class**. Extensions can be arranged for specific purposes on all assignments, but this must be done **ahead of time**. If there are extenuating circumstances (personal, health, etc.), these can be arranged as well. N.B. The final project **must** be submitted at least 2 days in advance of semester grades being due (date TBD, set by registrar).

### ACADEMIC INTEGRITY POLICY:

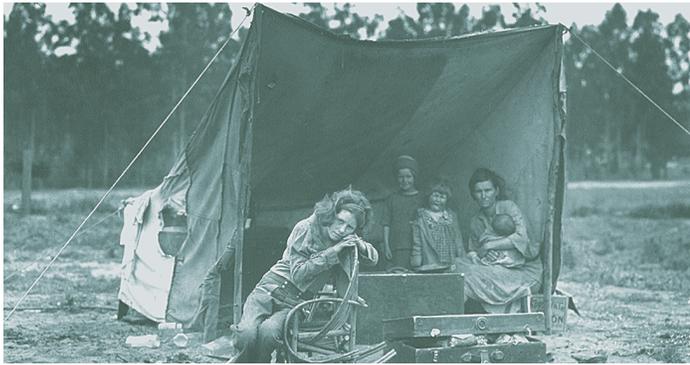
York College's mission statement stipulates that strict adherence to principles of academic honesty is expected of all students. Therefore, academic dishonesty will not be tolerated at York College. Academic dishonesty refers to actions such as, but not limited to, cheating, plagiarism, fabricating research, falsifying academic documents, etc., and includes all situations where students make use of the work of others and claim such work as their own. When a faculty member believes a student has committed an act of academic dishonesty, the faculty member must inform the student in writing and then has ten business days from that written notification to the student to report the incident to the Dean of Academic Affairs and the Department Chair.

Documentation related to instances of academic dishonesty will be kept on file in the student's permanent record. If the academic dishonesty is the student's first offense, the faculty member will have the discretion

### LEARNING AND TESTING ACCOMMODATIONS

If you are a student with a disability in need of classroom accommodations and have not already registered with Linda Miller, Director of Student Accessibility Services, please contact her at 815-1785 or [lmille18@ycp.edu](mailto:lmille18@ycp.edu) to discuss policies and procedures related to disability services and to establish the accommodations for which you are eligible. Please contact your instructor ASAP to speak about how these accommodations can be applied to your work this semester.

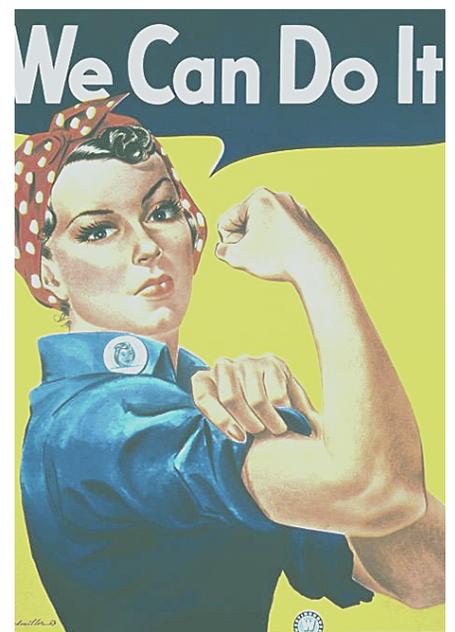
to decide on a suitable sanction up to a grade of 0 for the course. Students are not permitted to withdraw from a course in which they have been accused of academic dishonesty.



Students who believe they have been unjustly charged or sanctioned (in cases involving a first offense) must discuss the situation with the faculty member and have 10 business days thereafter to submit an appeal to Student Welfare Committee through the Dean of Academic Affairs. If an

appeal is filed, the Student Welfare Committee will then conduct a hearing to review the charge and/or sanction. In cases of a first offense, the faculty member may request that the Student Welfare Committee conduct a hearing and decide on the sanction, which can involve academic suspension or dismissal from the College, if the faculty member believes the offense to be of an extremely egregious nature. If the Dean of Academic Affairs determines that the academic dishonesty is the student's second offense, the Dean will provide written notification to the student, the faculty member, and the Department Chair. The Student Welfare Committee will automatically conduct a hearing to review the charge and decide on an appropriate sanction, which will involve academic suspension or dismissal from the College. Students who believe the Student Welfare Committee has unjustly sanctioned them may submit a written appeal to the Dean of Academic Affairs within 72 hours of receiving notification of the Student Welfare Committee's sanction. Students are encouraged to communicate with the instructor if they have questions about this policy or whether their work violates this policy (in advance of the due date).

Depending on the severity of the incident of plagiarism, the instructor reserves the right to deduct points, give zero credit, or fail a student for their semester course grade. **Materials defining plagiarism will be provided on the Canvas page. Students are expected to review these materials and contact the instructor if they have any questions. A lack of communication with the instructor implies an understanding of the course plagiarism policies.**



# Course Work

## ATTENDANCE AND PARTICIPATION (50 POINTS)

Students' attendance in class is mandatory, and is essential to success in this course. Attendance includes not just your physical presence in class, but also your mental presence as well; being focused on the class discussion, listening to your peers and to the instructor, and being actively engaged in each class session is necessary for a strong attendance grade. Students who are regularly late, absent, or otherwise distracted (on phone, etc.) will receive attendance penalties, even when they are physically attending class. Students are permitted two absences (no questions asked) without penalty to their grade; after that, students will begin to incur a grade penalty. Students must arrange excused absences with the instructor in advance of those class meetings. In-class participation is even more essential to success in this course. Students will earn their participation and discussion grade by thinking critically about the reading, coming to class with ideas and questions for discussion, and participate actively in the conversation and group work.



## PERUSALL READING (45 POINTS)

This semester, our reading activity will be conducted exclusively on an online platform called Perusall. Reading assignments are linked on Canvas and will automatically direct to Perusall. All assigned readings will be available there for students, including the required textbook and any additional

readings listed on the syllabus.

Importantly, Perusall enables conversations on the readings themselves. Therefore, **your reading and engagement with the reading from Perusall will be graded.** Perusall grades include the time spent engaged with the reading, your comments and questions on the content, your conversations with each other, your reactions, and any other links you may see between the history, our current world, or other classes you are taking. There will also be extra credit readings available on Perusall. The instructor will provide information on Canvas explaining the Perusall scoring breakdown. **Reading and comments are due by midnight the night before they are listed on the course schedule.**

## WEEKLY REFLECTIONS (60 POINTS)

Each week, students will answer a prompt in which students must answer the question provided through **explicit engagement with that week's lecture, readings, and discussion/activities**. These prompts are all variations on the final project, and serve to get students comfortable with answering those questions. Responses should be **between 250-500 words**, and **must include informal citations of assigned readings**, e.g. "(Wilson on New Freedom)." Rubrics are provided on Canvas; each reflection is worth 10 points.

This semester, there will be **12 prompts total**. Students will **choose and complete 6 of these 12**. Students are **required to complete 3 reflections out of #1-6 and 3 reflections out of #7-12**. Students are **not permitted to complete additional reflections for extra credit**; the six reflections each student completes are the ones that will be graded.

## GROUP WORK (120 POINTS, 10 POINTS EACH)

Students will work together in groups on discussion days to complete activity sheets during class time. These activities will generally be based on assigned reading and other materials provided on Canvas, asking students to engage with central issues of that week's lessons. Group activities are **each worth 10 points**.



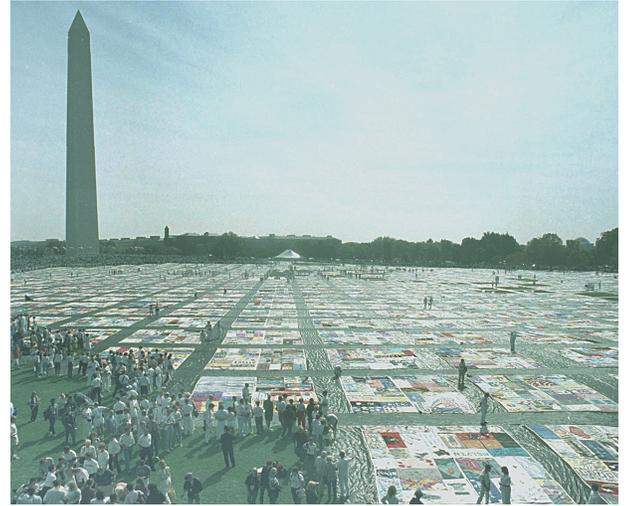
## MIDTERM PROJECT: PASSING THE NEW DEAL (50 POINTS)

This semester, students will work in groups to research, present, and advocate for a New Deal program. They must present their case to the class on **Thursday, March 24**, provide the basic information of the program, and explain why it is necessary to help the United States recover from the Great Depression. After all groups have presented, students will vote on which group has made the most convincing case for their program; the winning group will earn 5 extra credit points. Group members will be required to evaluate the contributions made by each member to the project; students will be evaluated both as a group and individually. Further guidelines will be made available on Canvas.

## FINAL PROJECT (80 POINTS)

Students will **choose one** of the following projects:

- Option 1: A traditional essay (individual work)
- Option 2: An “unessay”/creative interpretation assignment (digital product only; individual work or group of up to 3 people)



Details for both options, including guidelines, suggestions for sources, and rubrics, will be made available on Canvas. The final project will be submitted online during the final exam period. Students wishing to do the unessay assignment should consult with the instructor.

### Grade Scale

- 4: 90%+, 365-405 points
- 3.5: 85-89.9%, 344-364 points
- 3: 80-84.9%, 324-343 points
- 2.5: 75-79.9%, 303-323 points
- 2: 70-74.9%, 283-302 points
- 1: 65-69.9%, 263-282 points
- 0: below 65% and 263 points



# Course Schedule

## **Thursday, January 27: Introduction**

- Read: Syllabus (read and comment on Perusall); begin reading for Thursday, February 3

## **Tuesday, February 1: A House (Still) Divided?: Reconstructing the United States**

- Read: Begin reading for Thursday, February 3

## **Thursday, February 3: How to Read and Analyze Primary Sources; and, Why Did Reconstruction Fail?**

- Read\*: Ladd-Taylor, "How to Analyze a Primary Source"; Document Reader, Ch 15; Guelzo, "Reconstruction Didn't Fail. It Was Overthrown"; Codrington, "The United States Needs a Third Reconstruction"; Smith, "Why Confederate Lies Live On"
- Optional Reading: *Yawp*, Ch 15
- In class: Group Activity #1
- Journal Response #1 due Sunday by midnight

## **Tuesday, February 8: All that Glitters is Gold: The First Gilded Age**

- Read: Grinspan, "Voter turnout is low on purpose"; Newkirk, "Earth's New Gilded Era"
- Optional Reading: *Yawp*, Chs 16 and 17

## **Thursday, February 10: How the Other Half Lives: Life in an Industrialized America**

- Read: Document Reader, Ch 18
- In class: Group Activity #2
- Journal Response #2 due Sunday by midnight

## **Tuesday, February 15: Populism and Progressivism: Turn of the Century Political Social Movements**

- Read\*: Document Reader, Chs. 16 and 20
- Optional Reading: *Yawp*, Ch 20

## **Thursday, February 17: Southern Horrors: The Epidemic of Lynching in America**

- Read\*: Ida B. Wells, Southern Horrors
- In class: Group Activity #3
- Journal Response #3 due Sunday by midnight

## **Tuesday, February 22: Segregation, Immigration, and Empire**

- Read: Document Reader, Ch 19
- Optional Reading: *Yawp*, Ch 19

**Thursday, February 24: How to Become an American Citizen: Then and Now**

- Read: Bolger, "Naturalization Process"; Boundless, "Naturalization, Explained"
- In class: Group Activity #4
- Journal Response #4 due Sunday by midnight

**Tuesday, March 1: To Make the World Safe for Democracy: The United States and World War I**

- Read: Document Reader, Ch 21
- Optional Reading: *Yawp*, Ch 21

**Thursday, March 3: The First Amendment and Misinformation: How Can We Keep Our Democracy?**

- Read\*: Bazelon, "The Problem of Free Speech in an Age of Disinformation"; Wulf, "Could footnotes be the key to winning the disinformation wars?"; Meyer, "The Firm Conclusions of the Largest-Ever Study of Fake News"; Daly, "A Century of Rulings" and "Why We Shouldn't Criminalize Political Speech"
- In class: Group Activity #5
- Journal Response #5 due Sunday by midnight

**Tuesday, March 8: Beyond Flappers and Speakeasies: The (First?) Roaring Twenties**

- Optional Reading: *Yawp*, Ch 22

**Thursday, March 10: No Class; "Winter Vacation"**

**Tuesday, March 15: The Consumer Society of the Jazz Age (Discussion day)**

- Read: Document Reader, Ch 22
- In class: Group Activity #6

**Thursday, March 17: The Great Depression (Lecture/Discussion hybrid)**

- Read: Document Reader, Ch 23; Jabour, "The Depression-era Lessons that Can Solve Today's Evictions Crisis"
- Optional Reading: *Yawp*, Ch 23, sections I-VI
- In class: Group Activity #7
- Journal Response #6 due Sunday by midnight

**Tuesday, March 22: A New Deal for America**

- Read: Lardner, "The Civilian Climate Corps is a Big-Government Plan that All Americans Can Embrace"
- Optional Reading: *Yawp*, Ch 23, sections VII-XIII

### **Thursday, March 24: Passing the New Deal**

- Midterm Project Presentations due (submit PowerPoints online and in Google Drive)
- Journal Response #7 due Sunday by midnight

### **Tuesday, March 29: Four Freedoms: The United States during World War II**

- Read: Document Reader, Ch 24
- Optional Reading: *Yawp*, Ch 24

### **Thursday, March 31: Debating the Atomic Bomb**

- Read\*: "Hiroshima: A Controversy that Refuses to Die"; Walker, "History, Collective Memory, and the Decision to Use the Bomb"; Walker, "Recent Literature"
- In class: Group Activity #8
- Journal Response #8 due Sunday by midnight

### **Tuesday, April 5: Cold War, Culture Wars**

- Read: Document Reader, Ch 25
- Optional Reading: *Yawp*, Ch 25

### **Thursday, April 7: What Does it Mean to be "Un-American"?: HUAC, the Second Red Scare, and McCarthyism**

- Read\*: Miller, "Why I Wrote the Crucible"; Testimonies to HUAC
- In class: Group Activity #9
- Journal Response #9 due Sunday by midnight

### **Tuesday, April 12: The Affluent Society**

- Read: Document Reader, Ch 26
- Optional Reading: *Yawp*, Ch 26

### **Thursday, April 14: A Stone of Hope: The Civil Rights Movement**

- Read: Thompson, "His Name Was Emmett Till"
- In class: Group Activity #10
- Journal Response #10 due Sunday by midnight

### **Tuesday, April 19: The Sixties**

- Read: Document Reader, Ch 27
- Optional Reading: *Yawp*, Ch 27; Ch 28, sections I-IV

### **Thursday, April 21: Protest, Resistance, and Pop Music**

- Listen to protest music (Spotify Playlist on Canvas); Bring notes to class
- In class: Group Activity #11
- Journal Response #11 due Sunday by midnight

## **Tuesday, April 26: The Conservative Turn: From Nixon to Reagan**

- Read: Document Reader, Ch 28; Lopez, "Was Nixon's War on Drugs a Racially Motivated Crusade?"
- Optional Reading: *Yawp*, Ch 28, sections V-IX; Ch 29

## **Thursday, April 28: The Rise of the New Right**

- Read: Document Reader, Ch 29

## **Tuesday, May 3: From the End of the Cold War to the War on Terror: Triumph to Tragedy**

- Optional Reading: *Yawp*, Ch 30, sections I-IV

## **Thursday, May 5: The Recent Past: The History of Your Lifetimes**

- Read: Document Reader, Ch 30
- Optional Reading: *Yawp*, Ch 30, sections V-IX
- In-Class: Group Activity #12
- Journal Response #12 due Sunday by midnight

## **Final Projects Due Monday, May 9, at noon**

