

Bowie State University
Department of History and Government
United States History since 1865
History 202 Fall 2021 (online) 3 Credits

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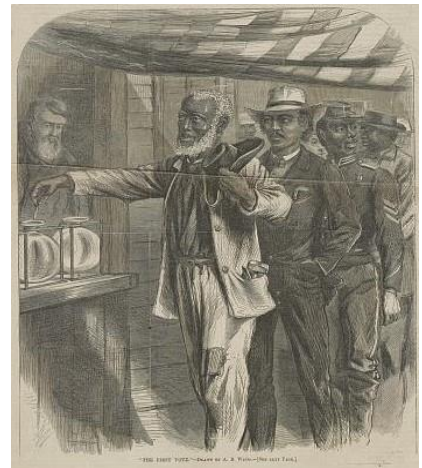
COURSE PREREQUISITES: Students should have taken English 101: Expository Writing before enrolling in this class.

COURSE DESCRIPTION: U.S. History since 1865 offers a general survey of the growth and transformation of American culture and society from the late 19th century and throughout the 20th century. This course focuses primarily on the social, political, and economic nature of the nation from the Civil War to the historical present. Emphasis is on such issues as the evolution and development of corporate capitalism and the emergence of the "welfare state."

REQUIRED TEXTS: Kamensky, Jane, Carol Sheriff, David Blight, Howard P. Chudacoff, Fredrik Logevall, Beth Bailey, and Mary Beth Northon. ***A People and a Nation: A History of the United States, Vol 2.*** 11th ed. Boston: Cengage, 2019. ISBN13: 9781337402736 ISBN10: 1337402737. See purchase options @ https://www.cengage.com/coursepages/bsu_hist202

EMERGING ISSUES: As Bowie State University strives to become a campus sensitive to the issues of preserving the environment, elements of the class will be conducted in accordance to this ideal. Moreover, through the study of history students will be able to determine their place within an ever changing diverse and global society.

TECHNOLOGY REQUIREMENTS: This course is an online hybrid course and is dependent on the University's e-learning system Blackboard. At times appropriate security measures may be taken to ensure the integrity of the course. As with any computer system, there **may/will be** glitches during the semester. To access the course go to <https://bsuonline.blackboard.com>, or click on the BSU online tab from the BSU homepage.



LIBRARY REQUIREMENTS: Students will be required to utilize the holdings of the university's library as well as other accessible repositories to complete the assigned writing projects. The projects and class assignments will introduce students to primary and secondary sources, reference materials, and tools that the historian uses in her/his craft.

STUDENT EXPECTED OUTCOMES:

Students will:

1. learn the historian's craft;
2. discuss and explain various historical themes;
3. compare and contrast the complex, contemporary American political, economic, social and cultural forces in operation during the 19th and 20th centuries;

- distinguish between the domestic and international policies of the United States as it emerges into the modern era and navigates eventual superpower status in the world.



SPECIFIC LEARNING OBJECTIVES:

- apply the methodology and techniques of the historian's craft by utilizing the material culture of the inclusive American experience from the end of the Civil War through the turbulent decade of the 1960s;
- demonstrate the student's skills in research and library skills through the use of U.S history documents and bibliographic reference tools;
- improve the student's ability in the areas of critical thinking and abstract reasoning through the examination of historical problems that confronted the United States from the end of the Civil War, throughout the turn of the twentieth century, into the two world wars and implementation of the Cold War, and impacting the historical and cultural scene of the 1960s; and
- critique the student's understanding of the larger plight of humanity through the various constituencies (racial, ethnic, gendered, activist, etc.) and their impact on the American experience in Western culture.

NCATE Competencies	
Curriculum Themes	Corresponding Outcomes or Objectives
✓ Academic Scholar	Outcomes 1, 2, & all objectives
✓ Multicultural and Global Perspectives	Outcomes 3, 4, 5 & all objectives
✓ Personal and Interpersonal Perspectives	Outcomes 3, 4, 5 & all objectives
✓ Technological Applications	Outcomes 1 & 2; Objectives 1 & 2

ACTIVITIES TO ACHIEVE THE EXPECTED OUTCOMES:

- Lectures, written assignments, and discussions of conceptual and factual information from the textbook and additional materials such as handouts, articles, and audiovisual material:

- to help students' reading and comprehension skills through synthesizing large amounts of information from required reading materials;
- to develop historical analysis skills and relate the past to contemporary events;
- to help students develop listening and note taking skills.
- Examinations:
 - to test the retention of historical knowledge.
- Research/Writing/Creative Project(s):
 - to assist students in developing a thesis emphasizing critical thought with regard to a historical problem or question;
 - to assist students in the synthesis of gathered detailed or factual information in a comprehensive and structured fashion;
 - to assist students in the analysis of a historical question or problem;
 - to draw conclusions for the development of individual perspectives and interpretations of historical problems or questions.

TEACHING MODES:

Thematically, this course is designed to offer a basic understanding of American history from the late 19th century through the 1960s. This course will focus on critical thinking skills. These relate to students' ability to comprehend, analyze, synthesize, and communicate information from a variety of sources about the American past. Students will apply these skills to solving problems or answering questions concerning the study of the American historical experience. In the process, students will learn how to relate detailed or factual information within conceptual frameworks. This will be accomplished by asking questions such as how do historians know? Students will learn how to ask questions about the American past following the Civil War and then to



begin the process of learning to address these questions. Finally, students will learn how to effectively communicate their conclusions to a general audience through the development of various forms of written presentations. The course also emphasizes reading historical texts as well as dialoging with others and evaluating their ideas and historical interpretations—all of which are important in the learning process.

The course information will be conveyed to students through lectures, assigned readings, written assignments, and computer work. Corresponding assignments will develop critical thinking, communication, and problem solving skills. In addition, students will produce evaluative projects to improve their communication and problem solving skills. Lectures will assist students in the process of comprehending general concepts and relating details or facts to these through the synthesis of information. Finally, the course will provide students with a foundation for lifelong learning.

To prepare for class, students should refer to the course outline and focus on the weekly topics and assignments. Students are responsible for completing all assignments and should pay particular attention to the weekly topic of discussion and activity for focused reading and preparation. Follow Blackboard announcements and emails for any updates.

STUDENT PREPARATION ROLES

This course emphasizes three competencies that help facilitate the student's role in a global, diverse contemporary American society. Students will receive instruction on identifying historical problems or questions; understanding broad historical concepts, gathering related details or facts, and synthesizing information; and testing their required and retained knowledge.

Students should check Blackboard for corresponding assignments. **Students who**

have a disability or think that they need special accommodations should report immediately to Disability Support Services (DSS), located in Suite 082 (Room 8212) in the Thurgood Marshall Library, or call Dr. Michael S. Hughes, DSS Coordinator at 301.860.4067. Go to the following website for more information:

<https://www.bowiestate.edu/academics/support-services/disability-support-services/>.

Bowie State University shall not discriminate against any individual on the basis of race, color, religion, age, ancestry or national origin, sex, sexual orientation, gender identity, disability, marital status, or veteran status (ADA and Nondiscrimination Policy).

ATTENDANCE

Attendance (attending virtual/online class and accessing the course on a regular basis) is required to complete the course successfully. **University rules and regulations state that a student may fail a course if he/she misses a certain number of classes** [six (6) for a course that meets three (3) times a week; four (4) for a class that meets twice a week; and two (2) for a class that meets once a week]. For a virtual/online course, students are expected to participate in all scheduled class activities (i.e., discussion boards, etc.). Quizzes and daily class activities are considered class participation and cannot be made up. All students are expected to take examinations and turn in all assignments at the scheduled time. Students who miss assignments will not be able to perform make-up work without a valid excuse. Make-up work will be at the discretion of the instructor. For example, if a student misses a quiz, the instructor may, but is not required to, have the student write a paper that is equivalent to that particular activity.

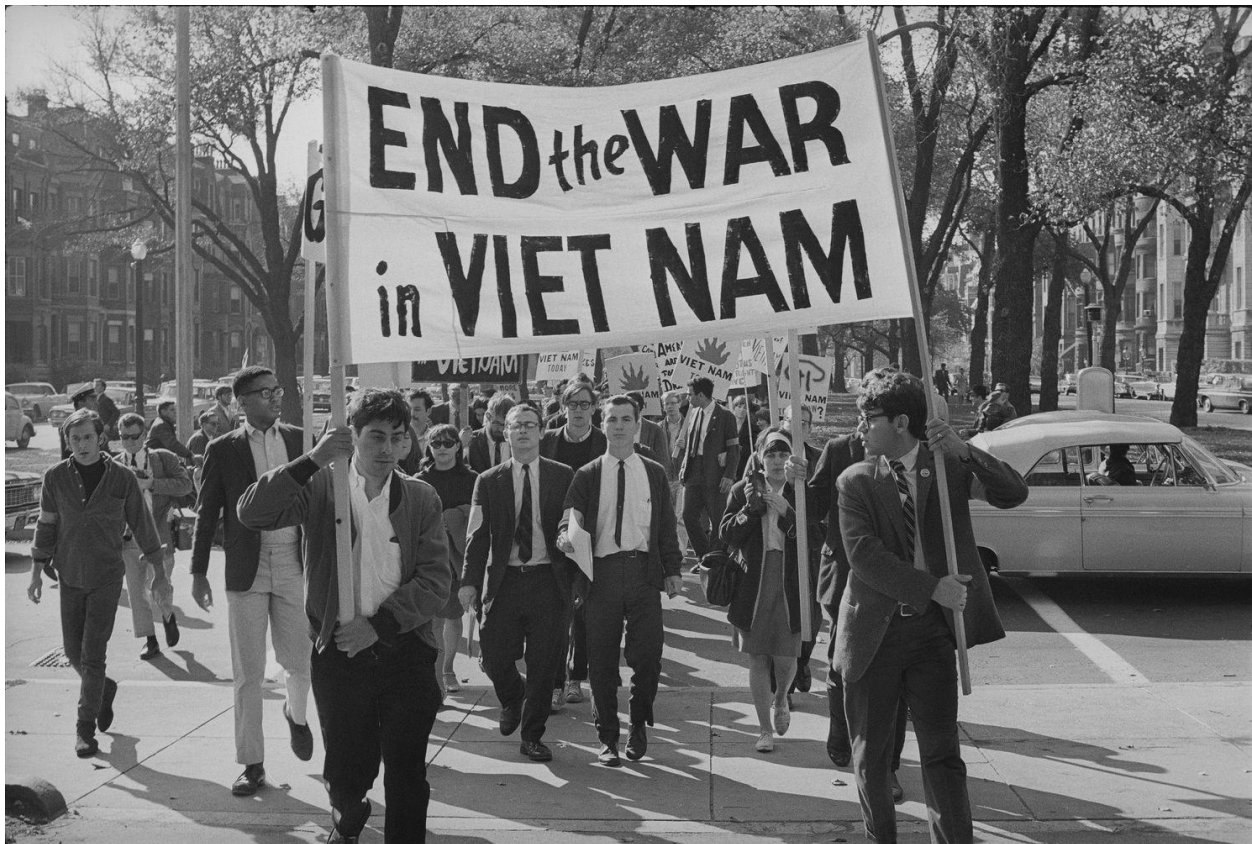


STATEMENT OF ETHICAL AND PROFESSIONAL STANDARDS FOR THE COURSE

According to the "Code of Student Conduct," students are to achieve high standards of ethical and professional academic standards. This includes behavior in the virtual/online classroom. For written and non-written scholarship, students are encouraged to be creatively responsible for making a contribution to the body of knowledge. This is accomplished through individual and group effort according to assigned activities. Students who commit acts of plagiarism or copying from other scholarship and/or violating academic standards in the classroom will be penalized according to the "Code of Student Conduct" for students as outlined by Bowie State University. "In cases involving academic dishonesty, a failing grade or a grade of zero (0) for either an assignment and/or course may be administered. Students who are expelled or suspended for academic dishonesty are not admissible to other institutions within the University System of Maryland." **Students engaging in academic dishonesty will fail this course!**

VIRTUAL CLASSROOM DECORUM

Bowie State University "prohibits disorderly or disruptive conduct on University premises or at University sponsored activities, which interfere with the activities of others, including studying, teaching, research, and administrative operations." Recording devices are not allowed for this class. Lectures and/or other materials are not to be recorded. Students who fail to adhere to these policies will be penalized accordingly.



COURSE REQUIREMENTS

Students will be evaluated on a movie/film critique, curriculum guide, chapter/unit assessments, and a combined assignment, attendance, and participation grade. Students are required to research and present a movie review and a curriculum guide (specific guidelines to follow) based on an approved topic relevant to United States history since 1865. Homework discussion questions will be assigned with specific readings. Students must complete and turn in all homework at the stipulated time. Only letter grades recorded in the four grade categories will be utilized in determining grades for the course. Participation is factored into the overall homework grade. Not completing such activities cannot hurt one's grade but participating in these activities can improve the assigned grade. Optional extra-credit assignments may be assigned during the semester.

Evaluations

Movie/Film Critique — 20%
 Assessments — 30%
 Curriculum Guide — 30%
 Assignments, Attendance and Participation — 20%

Grading Scale

90 -100 — A
 80 – 89.99 — B
 70 – 79.99 — C
 60 – 69.99 — D
 59.99 & under — F

NOTED JOURNALS AND PERIODICALS

- ◆ *American Journal of Legal History* [Temple University, Beasley School of Law]
- ◆ *American Quarterly* [American Studies Association]
- ◆ *History News* [American Association for State and Local History]
- ◆ *Journal of African American (Negro) History* [Association of the Study of African American Life and History]
- ◆ *Journal of American Ethnic History* [University of Illinois Press/Immigration and Ethnic History Society]
- ◆ *Journal of American History* [Organization of American Historians]
- ◆ *Journal of American Studies* [Cambridge University Press]
- ◆ *Journal of Contemporary History* [Sage Publications]
- ◆ *Journal of Southern History* [Southern Historical Association]
- ◆ *OAH Magazine of History* [Organization of American Historians]
- ◆ *Perspectives on History* [American Historical Association]
- ◆ *The American Historical Review* [American Historical Association]
- ◆ *The Historian: A Journal of History* [Blackwell Publishers/Phi Alpha Theta]

BIBLIOGRAPHY

The end of each chapter of *A People and a Nation* provides focused sources for further reading.

COURSE OUTLINE*

*NOTE: THE SCHEDULE MAY CHANGE GIVEN TIME CONSTRAINTS OR OTHER FACTORS.
 ADDITIONAL READINGS WILL BE ASSIGNED AS NECESSARY. ALL CHAPTER ASSIGNMENTS CORRESPOND TO THE REQUIRED TEXTS.

Week	Dates	Topics (ALL HOMEWORK ASSIGNMENTS UNLESS OTHERWISE STATED ARE DUE @ 5:00 PM ON TUESDAYS/THURSDAYS)	Miscellaneous
Week 1	AUG 31/SEPT 2	RECONSTRUCTION AND NEW FRONTIERS (CHAPTERS 14 & 15)	
Week 2	SEPT 7/9	RECONSTRUCTION AND NEW FRONTIERS (CHAPTERS 14 & 15)	
Week 3	SEPT 14/16	RECONSTRUCTION AND NEW FRONTIERS (CHAPTERS 14 & 15) & THE GILDED AGE TO THE PROGRESSIVE ERA (CHAPTERS 16 – 19)	
Week 4	SEPT 21/23	THE GILDED AGE TO THE PROGRESSIVE ERA (CHAPTERS 16 – 19)	
Week 5	SEPT 28/30	THE GILDED AGE TO THE PROGRESSIVE ERA (CHAPTERS 16 – 19)	
Week 6	OCT 5/7	THE GILDED AGE TO THE PROGRESSIVE ERA (CHAPTERS 16 – 19)	
Week 7	OCT 12/14	WORLD WAR I (CHAPTER 20)	Movie/film critique topics are due
Week 8	OCT 19/21	WORLD WAR I (CHAPTER 20)	
Week 9	OCT 26/28	NEW ERA, GREAT DEPRESSION, & THE NEW DEAL (CHAPTERS 21& 22)	
Week 10	NOV 2/4	NEW ERA, GREAT DEPRESSION, & THE NEW DEAL (CHAPTERS 21& 22)	
	NOV 5		LAST DAY TO DROP FROM A CLASS WITH A "W" GRADE: LAST DAY TO CHANGE FROM CREDIT TO AUDIT.
Week 11	NOV 9/11	NEW DEAL AND WORLD WAR II (CHAPTERS 22 & 23)	
Week 12	NOV 16/18	NEW DEAL AND WORLD WAR II (CHAPTERS 22 & 23)	Curriculum guide topics are due.
Week 13	NOV 23	THE COLD WAR (CHAPTERS 24 & 25) MOVIE/FILM CRITIQUE DUE @ 5:00 PM	
	NOV 25	THANKSGIVING	Thanksgiving
Week 14	NOV 30/DEC 2	THE COLD WAR (CHAPTERS 24 & 25)	
Week 15	DEC 7/9	THE SIXTIES (CHAPTER 26)	
Week 16	DEC 14	READING DAY	
	DEC 16	CURRICULUM GUIDE DUE @ 5:00 PM	