

Framingham State University
Syllabus
HIST 152 US History Since Reconstruction
Summer 2018

Course No: HIST 152-B
Course Title: US History Since Reconstruction
Credits: 4
Teaching Hours: 50 Hours
Time: 13:10-15:10 (2 hours/day), Monday – Friday
Semester and Year: Summer 2018 – Shanghai
Session: Summer 2018(May 28th,2018-June 29th ,2018)
Faculty: Zachary J. Martin, Ph.D.
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Office Hours: TBA
Home Institution: Framingham State University

COURSE DESCRIPTION:

This is a survey of the political, economic, social, cultural, intellectual and diplomatic history of the United States from the Reconstruction to the recent past. We will use a historical perspective to understand the American people and their nation. In the process, we will explore the major trends and changes in the United States since 1877, and examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. We will try to find answers to the question why Americans behave as they do both at home and abroad by examining their main ideas and institutions.

Why study history? We are all historians to one degree or another: by telling a friend what you did during the summer you convey history; by posting pictures or comments on a social networking site you create history; by graduating from high school; and married/divorced you leave historical records. In other words, we are all part of history. By studying the past, we can better comprehend current events such as the rise of international terrorism, racism, and the animosity between the political parties. While it is impossible to predict what will happen in the future, study of the past often reveals important trends and/or possibilities. Knowing history will help us understand the present.

REQUIRED TEXTS:

1. ***America's History 8th Edition***
James Henretta / ISBN-13: 978-1-319-0-4039-0 / 2016
2. ***A People's History of American Empire***
Howard Zinn / ISBN-13: 978-0-8050-8744-4 / 2008

Other Source Material For Course:

*Articles, Primary Sources, Films and Documentaries will be provided on a week to week basis and posted on course site for weekly viewing.

COURSE ASSIGNMENTS, GRADING POLICY, GOALS:

Assignments:

-Mid-Term & Final Examination: There will be *TWO* Examinations in this course. There will be a *Mid-Term EXAM* and a *Final EXAM* that will take place at two different points during the semester and will be a somewhat significant part of your grade. These exams will cover your knowledge of the major information that we discussed in class through lecture, power points videos, music, etc. My feeling about exams, by the way, is that they should be a learning experience: an opportunity to show and apply what you have learned, **NOT** an ordeal or an exercise in mere regurgitation of facts and dates.

-Primary Source Reaction Assignment: Each Student is required to write *ONE 1-2* page commentary on a Primary Sources related to the material we are covering in the class. Primary Source Assignments are due in class on the day indicated. I will post an assignment sheet to help you in doing this assignment.

-A People's History of American Empire Book Project: Each student will write *ONE 2-3* page critical analysis book report on *A People's History of American Empire*. It will be your job to read the work, and observe its drawings, and construct a logical and well written assessment of this unique source. This is going to be a short report, so just focus on what is important and what was argued and what you felt was important. How does a graphic novel represent US foreign policy and history? What is the work's contribution to the study of the United States as an empire in the 20th Century and beyond? More questions to follow and I will post an assignment sheet to help you in doing this assignment.

Evaluation of Course Work:

(Total Course Value is 100%)

Course Participation/Attendance:	20%
Mid-Term Exam:	20%
Final Exam:	20%
Primary Source Reaction Assignment:	20%
<i>A People's History of American Empire</i> Book Project:	20%

Grading Policy:

A:	(A- 90-92; A 93-100)
B:	(B- 80-82; B 83-87; B+ 88-89)
C:	(C- 70-72; C 73-77; C+ 78-79)
D:	(D- 60-62; D 63-67; D+ 68-69)
F:	(F 59-0)

Course Goals & Instructional Objectives:

1. To facilitate an understanding of the present by learning how our past has shaped the present.
2. To foster a greater appreciation for the great complexity and diversity, that is the American heritage.
3. To foster the sense that people are shaped by their time and place in history.
4. To encourage the use of primary sources in learning about the past through the materials from the past.
5. Students will learn how to lead an effective class discussion, and how to be an active contributor to a class discussion.
6. Students will learn how to closely read and analyze a primary source.
7. Students will learn how to write an historical book review.
8. Students will learn of the diverse nature and interconnections between World and US Histories.

CLASSROOM AND WORK POLICIES

Academic Honesty:

Academic Integrity and Honesty Within any classroom it is imperative that students and teachers establish a relationship built on mutual respect and trust. Students should be able to rely on the fact that teachers will prepare their classes in earnest, respond fully to their questions, and test them appropriately on subject matter covered in the course and issue grades fairly using established criteria. Teachers should be able to rely on the fact that students will rigorously and honestly perform the tasks assigned to them, ask questions when they don't understand reading or lecture material and comment on any aspect of the course that they feel is not addressing their needs or expectations.

In accordance with stated policy above, I expect that you will adhere to ethical academic practices in the writing and reporting of your work. Plagiarism of any kind will not be tolerated. Specifically, plagiarism can result in an F for the assignment, or an F for the course. If you have some question about whether or not to document a source or piece of reference material please do not hesitate to ask.

Classroom Policy:

Environment:

The classroom is meant to be a learning environment, both from the instructor and from one another. However, learning is inhibited when there is a lack of respect for one another's individuality as well as for the class as a whole.

- **Privacy and confidentiality.** Most likely there will be times when class members share very personal experiences and beliefs, or controversial ideas. Since we all benefit from hearing perspectives beyond our own, we must be respectful of one another. Therefore, we will have an understood policy that nothing shared in class can be divulged outside of the class. While you may discuss general issues with others, you should not share any information that may identify another member of the class.
- **Risk taking.** To learn from each other we are going to ask each other to "step out of our comfort zones." We may be expressing ideas that others do not agree with, or listening to ideas that challenge our own beliefs or preconceptions. Be willing to listen to one another and be prepared to be respectfully challenged when controversial issues arise.
- **Support.** If we are asking each other to step out of our comfort zones, we need to be there to support one another. This does not mean you have to agree with someone. It means that you have to allow her/him the space and freedom to express her/himself. It is difficult to take risks if you are concerned that people will attack your ideas.
- **Respect.** Every individual's perspective is valued and legitimate for that person. Respect that someone's ideas may be different from your own and try to understand where that person is coming from. Being open to other perspectives is important to academic and personal growth.
- **No "put downs."** All comments should be made with the desire to educate, not hurt. You can express disagreement with an issue or idea, but be aware of HOW you express yourself. Also, express WHY you disagree...this continues the learning process for all of us.

Etiquette:

- **Be on time.** People coming in late disrupts the flow of the class and places them behind in the material covered in class. Our class time is precious and limited, and no one would like to spend that time repeating material for late-comers. Occasionally, being late cannot be helped, and that is fine. But routine tardiness shows a lack of respect for the entire class.

- **Raise your hand when you wish to speak.** There are times when several people want to speak, so some just blurt out their responses. This behavior, especially when repeatedly perpetrated, takes away people's equal access to the classroom forum. If you speak out of turn, you will be ignored.
- **No talking.** Making comments to your neighbor while someone is speaking is disrespectful. If you missed something that was said, let us know and the speaker will repeat it.
- **Any phones will be turned off or otherwise silenced during class time.**

Attendance:

At the meeting times of this course, this class is to be your top priority. I will do my best to make sure that each class is as interesting as possible (and even fun!). Keeping up with the readings is very important. In a class with a fair amount of reading like this one, getting behind can be devastating.

The instructor reserves the right to deviate from the course evaluation criteria in order to reflect a student's continued failure to attend class. A key portion of this course happens in class. Each unexcused absence will lower a student's participation grade for the course. You should consider any more than two unexcused absences excessive. **While some absences may be excused, students cannot miss multiple days of the course (even with good reason) and expect to pass. Students who do not regularly show up for this class may be failed or penalized beyond 20% of their grade.** Your participation grade will be a combination of class discussion and attendance. More than *TWO* unexcused absences will not only seriously hurt your participation grade but also will inflict serious consequences on your overall semester grade.

Participation:

Students are required to actively participate in class by attending class meetings, completing reading assignments, and actively contributing to class discussions and in-class writing assignments. Students will also be asked to reflect upon the readings and their own experiences in relation to the class sources and perspectives.

Summer 2018 SEMESTER OUTLINE AND TIMELINE (Syllabus is Subject to Change)

Week ONE **May 28 – June 1**

Welcome to US History II

Course Introductions and go over Syllabus

Reading Chapter 16 – 18 of *America's History*

Topic – Conquering the American Continent

Topic – The Gilded Age

Topic – Progressive Era

Reading *Chapter I of A People's History of American Empire*

Week TWO **June 4 – 8**

Reading Chapter 19 – 22 of *America's History*

Topic – Roosevelt and Taft and Wilson

Topic – Imperialism and the War of 1898

Topic – World War I and Aftermath

Reading *Chapter II – IV of A People's History of American Empire*

****Primary Source Reaction Assignment – Due on June 8***

Week THREE **June 11 – 15**

Reading Chapter 23 – 25 of *America's History*

Topic – Great Depression and the New Deal Era

Topic – The Start of World War II

Topic – Origins of the Cold War

Reading *Chapter V – VII of A People's History of American Empire*

****Mid-Term EXAM – Due on June 15***

Week FOUR **June 18 – 22**

Reading Chapter 26 – 28 of *America's History*

Topic – Cold War in Korea and Vietnam & Anti-War Movement

Topic – Politics in the 1960s – Kennedy, Johnson, and Nixon

Topic – Civil Rights & Women's Rights

Reading *Chapter VII & IX of A People's History of American Empire*

****A People's History of American Empire Book Project – Due on June 22***

Week FIVE **June 25 – 29**

Reading Chapter 29 & 30 of *America's History*

Topic – Conservative Ascent

Topic – Globalization

Topic – September 11th and the Obama Era

Reading *Chapter X – XII of A People's History of American Empire*

****Final EXAM – Due on June 29***