U.S. History, 1877 to the Present
HI 102
3 credits
Dawson Community College
Spring 2004
MWF 10:00 - 11:00 a.m.
Rm. UC 105 and ITV

Instructor: Dr. Bryan E. Stone
Office: Rm. 113
Office Hours: MWF 9-10, 11-12; TTh 8-9:30, 11-11:30
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Course Description
This course is a broad-based survey of the history of the United States from the end of the Civil War to the present day. We will explore the nature and development of the United States and its people, focusing on such pivotal events as the conquest of the west; the rise of the business and leisure class; Progressivism and the First World War; the Great Depression; World War II and its aftermath; Americans’ responses to the Cold War; the quests for racial justice and equal rights for women; the cultural crises of the 1960s and 1970s; and the ongoing political and social challenges of our own time. In addition, we will examine a number of cultural developments that profoundly affected the nation’s history and identity. Among these are the creation of a distinctive American identity; immigration and assimilation; the mythic significance of the land; the cultural influences of minority groups; the impact of science and technology; and the conflicted relationship between religion and society.

Audience and Transferability
HI 102 provides credit in Core 3 of the DCC General Education programs. There are no course prerequisites, although college-level reading and writing skills are required: I encourage anyone who needs extra assistance in those areas to visit the DCC Learning Center. This course also transfers to all Montana (and most American) colleges, usually fulfilling a basic degree requirement. This class is highly recommended for students pursuing an A.A. or A.S. degree in any of the liberal arts or social sciences, however any student with an interest in the field is more than welcome to attend.

Course Objectives
Upon successful completion of this course, you will
1. know how to distinguish between primary and secondary historical sources, including works of art, and how to integrate them into an historical narrative.
2. improve your ability to use, interpret, evaluate, discuss, and write about historical concepts and documentation.
3. be familiar with the basic philosophical, political, social, religious, and economic ideas and conditions that have shaped the United States.
4. improve your ability to think critically about the past and to recognize how the world of the present is a product of the experiences and choices of people who preceded us.
5. sharpen your reading, writing, critical thinking, and research skills.
Texts
The required texts for this course, available at the DCC bookstore, are:


Assignments

Reading
Your primary responsibility from day to day will be keeping up with the reading assignments, which are listed on the accompanying schedule. Much of our time will be spent in discussion of these readings, so it is essential that you complete them before coming to class, give them some thought, and be prepared to talk about them. I will give weekly quizzes to make sure you’re doing the reading.

Class Participation
I will supplement the readings with lectures to provide historical background and offer some new (I hope) ways of thinking about the material. I will inevitably do most of the talking during lectures, but I invite you to stop me at any time to ask questions, contribute ideas, or challenge my statements. Attendance is essential, since I will present a great deal of material in lectures that is not available in the textbooks.

Please do not ask me for lecture notes or for summaries of class discussions: you are solely responsible for attending class or for making other arrangements to get the notes. More than three absences (excused or unexcused) will count against you in your final grade: attendance and your general level of participation will comprise your class participation score.

Exams
There will be three exams spaced throughout the semester. These will cover the textbook chapters and supplementary readings, though most exam questions will come from lectures and class discussions. The exam questions will be a combination of multiple choice and short answer, and I will usually provide an extra-credit essay question.

Make-up Policy: There will be no make-ups for the exams except in extreme conditions. In order to qualify for a make-up, you must contact me by phone, e-mail, or in person before the exam begins to let me know that you will miss it and why. Please note that YOU are responsible for contacting me: notes from coaches or other instructors do not count as sufficient notice. If you miss an exam without contacting me in advance, you will receive a ZERO, regardless of your reason for missing it.

Papers
You will also be required to write two short papers, a film review and a book review. See the Class and Reading Schedule for due dates. I will give you more details on these later, but now the requirements for all written assignments: Papers are due without exception on the stated dates: you will lose a letter grade (10 points) for each class day they are late. A “page” must be typed and numbered, double-spaced, with a 1-inch margin all the way around, and in 12-point font. If you are unsure how to set your word processor to these specifications, please ask.

I’ll be more than happy to talk to you about your works-in-progress and to review drafts with you. Papers may be rewritten for a better grade, but you must discuss your plans for improvement with me first. Written assignments, including exams, will be graded on the basis of clarity, thoroughness, use of supporting evidence, accuracy, and originality. Using lots of detailed examples is the key to doing well written work.
Grading
Your final grade will be determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exams (3 averaged)</td>
<td>50%</td>
</tr>
<tr>
<td>Papers (2 averaged)</td>
<td>30%</td>
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<tr>
<td>Quizzes (12-14 averaged)</td>
<td>10%</td>
</tr>
<tr>
<td>Class Participation (attendance and activity)</td>
<td>10%</td>
</tr>
</tbody>
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Ranges: 100-90%=A 89-80%=B 79-70%=C 69-60%=D 59-0%=F

There will be no curve on final grades, but I will take each student’s overall class participation into account to resolve borderline grades.

Academic Honesty
I encourage you to discuss the course material or project ideas with other students and to study in groups. On written assignments, exams and homework, however, your work must be entirely your own. Cheating or plagiarizing is grounds for automatic failure for any assignment or for the course as a whole. Any time you use another’s words or ideas, either verbatim or paraphrased, you must give them proper acknowledgment. If you are unsure how to document your sources, please feel free to ask me before turning in an assignment. You may also want to take a look at Columbia University’s web site on using and documenting quotations, including those from on-line sources (http://www.columbia.edu/cup/cgos/idx_basic.html).

Notes about ITV
For those of you who have never had a class in an ITV classroom, there are a few things to keep in mind. In-class examples (like musical selections) may not transmit very well over the system, and I ask those of you in the remote classroom to be patient and to please let me know if the quality needs improving. For all of us, the most important thing to remember is that there are actual people at the other end of the microphones. They can hear you whispering, rustling papers, or tapping on the desks!

The system has a tendency to crash – or even to fail to start at all! I won’t hesitate to call for help in getting the equipment back on if it should go off, but this will, unfortunately, use up some of our class time. If we lose our connection, rest assured that I’m doing everything I can to get it back. Please be patient and wait at least 15 minutes before leaving the classroom. If, after 15 minutes, you still can’t see or hear me, call it a day – but all assignments and readings will still be due on the dates in the class schedule.
Class and Reading Schedule
HI 102: U.S. History, 1877 to the Present
Spring 2004

Texts
**OM**: John Mack Faragher, et.al., *Out of Many*, 4th edition (numbers refer to chapters)
**MPU**: Paul Boller and Ronald Story, *A More Perfect Union*, 5th edition (numbers refer to selections)

**Introductions**
- W 1/14 Syllabus and Course Introduction
- F 1/16 Group Exercise: Historical Sources
- M 1/19 No Class – Martin Luther King, Jr. Day

**America at the Centennial**
- W 1/21 Civil War and its Aftermath
  - Read: **OM** 17; **MPU** 1, 3
- F 1/23 The Centennial Exposition of 1876
  - Read: **MPU** 2

**Fighting for the West**
- M 1/26 Virgin Land
  - Read: **OM** 18
- W 1/28 The Desert and the Garden
  - Read: **MPU** 4
- F 1/30 Americans and Native Americans
  - Read: **MPU** 5

**The Gilded Age**
- M 2/2 The Incorporation of America
  - Read: **OM** 19
- W 2/4 “Conspicuous Consumption”
- F 2/6 Labor: Workers Unite!
  - Read: **OM** 20; **MPU** 13-14
- M 2/9 Populism and Immigration
  - Read: **MPU** 6-7, 10-12, 15
- W 2/11 City Culture
  - Read: **MPU** 16-20
- F 2/13 Exam 1

**Progressivism: Hope and Catastrophe**
- M 2/16 No Class – Holiday
- W 2/18 The Era of Progressivism
  - Read: **OM** 21
- F 2/20 Presidential Progressivism and the Great War
  - Read: **OM** 22; **MPU** 21-22

**The Jazz Age**
- M 2/23 Puritans and Philistines
  - Read: **OM** 23; **MPU** 23
- W 2/25 Exiles Return
  - Read: **Handout on Lost Generation**
- F 2/27 Hollywoodland
  - Due: Paper 1 (Film Review)

**Depression and a New Deal**
- M 3/1 What Caused the Great Depression?
  - Read: **OM** 24
- W 3/3 The Dust Bowl
- F 3/5 FDR’s New Deal
  - Read: **MPU** 24-26

**Recovery and the World at War**
- M 3/8 WWII at Home and Abroad
  - Read: **OM** 25, **MPU** 27-28
- W 3/10 The Holocaust and Hiroshima
  - Read: **MPU** 29
- F 3/12 Exam 2

**Spring Break**: No Class 3/15 - 3/19
Cold War and American Responses
- M 3/22 What is a “Cold” War? Read: OM 26; MPU 30-31
- W 3/24 McCarthyism Read: MPU 32
- F 3/26 Harry, Ike, and Jack Read: MPU 33-35
- M 3/29 Culture of Consensus Read: OM 27
- W 3/31 The Beats Read: Handout on Beats
- F 4/2 Music of the Cold War

Civil Rights
- M 4/5 “I’d Say That’s Pretty Gradual” Read: OM 28; MPU 8-9, 38
- W 4/7 Dr. King and Nonviolent Resistance Read: MPU 40, 42
  **Due: Paper 2 (Book Review)**
- F 4/9 No Classes -- Holiday
- M 4/12 No Classes -- Holiday
- W 4/14 “Keep Your Eyes on the Prize” Read: OM 29
- F 4/16 The Nation of Islam

Clashes of the 1960s
- M 4/19 “One, Two, Three, What are We Fighting For?” Read: MPU 36-37
- W 4/21 Countercultures Read: MPU 39

Stagflation and Morning in America
- F 4/23 Malaise: the Real Energy Crisis Read: OM 30; MPU 44
- M 4/26 The Feminine Mystique Read: MPU 41, 43
- W 4/28 Reagan’s 1980s Read: OM 31; MPU 45-48

Contemporary Issues
- F 5/30 The Politics of Identity Read: MPU 49-50
- M 5/3 September 11, 2001

Conclusions
- W 5/5 Historical Perspective: Taking the “Long View”
- F 5/7 Exam 3