HIST 152: American History: 1877 to Present

Spring 2017, Section 201 (“ONL”)  
MW, 10:00-10:50, PHY 137  
Final exam: Friday, May 19, 10:00-12:00

Professor: Greg Carter, cartergt@uwm.edu  
Office hours: MW 11:00-12:00, HLT 347  
TA: Joesph Walzer, jbwalzer@uwm.edu Office hours: ???

COURSE DESCRIPTION:
Intercollegiate Studies Institute’s 2007 survey, “What Will They Learn?” found that 7,000 college seniors, on average, got the equivalent of an “F” on their sixty-question test on United States history and institutions.¹ In 2012, even though History is one of seven core subjects taught in college, only seventeen percent of college graduates could attribute the phrase, “government of the people, by the people, for the people” to Abraham Lincoln’s Gettysburg Address.² Yearly articles like these point to college curricula as the reason why students are not gaining the general knowledge they need to be informed adults.

History 152: American History, 1877 to Present is one of the classes at University of Wisconsin-Milwaukee that attempts to give you this knowledge. On one hand, this is a lower-level elective that may remind you of high school. On the other, this may be the last time that you study U.S. History in a structured way for the rest of your life. What you do here will influence your attitudes towards others’, your understanding of contemporary issues, and what you teach your children decades from now.

GER AREAS:
This course counts towards the fulfillment of the university’s general education requirements (GER) in the social sciences.

Social Science
1. Definition: A branch of science dealing with study of human behavior and the organization, development, and consequences of human activity.
2. Criteria: A course should reflect one or more of the following intellectual foci as its primary instructional purpose:
   a. the study of intrapersonal, interpersonal and/or socio-cultural factors associated with individual behavior, collective action, or societal development;
   b. the study of human collectivities, organizations, institutions, and cultures, their infrastructures and interrelationships;
   c. the study of capacities for and/or techniques of creating behavior acquisition and change;

d. the study of methodologies designed for conducting inquiry into human behavior, collective action, societies, or cultures; or

e. exploration of the alternative theoretical frameworks which have been used to offer meaningful explanations of social phenomena.

This course counts towards the GER because it holds as its primary instructional purpose the study of intrapersonal, interpersonal, and/or socio-cultural factors associated with individual behavior, collective action, or societal development in the context of the civil rights movement. Using the discipline of History to examine the civil rights movement provides an opportunity to study human collectivities, organizations, institutions, and cultures, their infrastructures and interrelationships. At the same time, by opening up the time span and the racial groups under examination, this course presents alternative theoretical frameworks, offering meaningful explanations of social phenomena. Tests and quizzes will reinforce this mission. Specifically, this course satisfies the criteria of the social science area of the GER by having as a major learning goal that of understanding the organizational and institutional structures that brought about the civil rights movement (criterion b) and for how institutional change has brought about behavioral change, especially the attitudes and actions of those groups who initially resisted the Civil Rights Movement and who may seek to reverse its results (criterion c).

LEARNING GOALS:

- Awareness of a variety of historical methods and interpretations and familiarity with a range of historical literature.
- Ability to discuss general issues, such as causes and consequences, change and continuity, identity and culture (race, gender, class, ethnicity, religion).
- Ability to read and analyze primary and secondary sources, collect information and formulate conclusions, write in a literate and cogent manner.

TEXTS:

You are required to buy only one text for this class, volume two of Eric Foner’s *Give Me Liberty*, published by W.W. Norton & Co. The UWM Bookstore is carrying the most popular version, the “Seagull Edition” (ISBN 978-0393920314, pictured at right). However, you are free to use any version of the fourth edition, print or electronic. Feel free to purchase it anywhere, as long as it gets to you on time. I recommend keeping the book after the course ends. Believe me, there will be plenty of times (trivia night, settling a bet, trying to remember a president’s name…) you’ll wish you could refer to it later, and it’s more reliable than Googling.

COURSE REQUIREMENTS:
- **Read all assigned texts:** You have around 40-80 pages of reading a week. I will give guidance on how to approach them, but it is up to you to manage your time and come to class familiar with the material.

- **Participate online:** Do not troll classmates, derail conversations, or mansplain to women. Intolerance will not be tolerated.

- **Complete all assignments on time:** Unexcused late assignments will lose 10% for missing the initial deadline, and another 10% for every twenty-four hours after that. Assignments arriving 72 hours late will receive an “F” (60%).

**MAJOR ASSIGNMENTS:**

- **Discussion questions:** Each week, before 11:59 PM Monday, you will submit to your TA one thoughtful discussion question based on that week’s material. These should reflect your engagement with the readings and lectures, and be of a caliber that would inspire online conversations.

- **Online participation:** On Wednesday afternoons, we will post some of the best questions to discussion boards on D2L. Then they will be available for the rest of the term so that you can fulfill these requirements:
  1. On twenty-five occasions, you will post written responses to the questions. They should meet the criteria we set on the first day of class, including a minimum length (250 words). These will be graded on a five-point scale.
  2. On twenty-five occasions, you should respond to a classmate’s post in a thoughtful way (usually three to five well-written sentences).
  3. Read at least 100 posts by other students. D2L reports this to us.

- **Quizzes:** Every week you will take a quiz online to gauge your comprehension of the previous week’s material. Most likely, the quizzes will consist of twenty multiple choice and true-false questions. It will be available on Fridays at 5:00 PM, and due before 11:59 PM on Mondays. You will have forty-five minutes to take the quiz once you’ve started, and there are no re-takes.

- **Tests:** There will be two online tests, one during Week 5 and the other during Week 11. They will cover the material since the previous test. Most likely, they will combine some questions you’ve seen on the quizzes and some new ones, plus a few short answer questions. It will be available on the test date (Wednesdays) at 12:00 PM, and due before 11:59 PM the next Monday. You will have seventy-five minutes to take the test once you’ve started, and there are no re-takes. I will announce these well in advance, and offer some review materials online.

- **Personal reflection paper:** Reflect on what you have learned in this course. Use *Give Me Liberty* and as many references to lectures and discussions as you deem necessary to explore the three dimensions of freedom Foner lists in the Preface:
  - The meanings of freedom;
  - The social conditions that make freedom possible; and
  - The boundaries of freedom that determine who is entitled to enjoy freedom, and who is not.

Your reflections on the questions above should clarify how your perspective and the dimensions themselves have changed in time. To get started, you might ask yourself...
questions like, “Which unit was completely new?” “Which lesson seemed familiar, yet incorporated a different perspective?” “What popular conceptions do you now want to challenge?” A successful essay will blend your personal perceptions with the lessons from the course. It will be four to five pages with double spacing (and no extra space between paragraphs), twelve-point font, and one-inch margins. In supporting your assertions, you must refer to specific passages in the course readings at least four times. These citations must use consistent format from the *Chicago Manual of Style* (superscript numbers, footnotes, and a bibliography). You will submit it via D2L’s Dropbox by 11:59 PM, Tuesday, May 9.

We’ll give more guidelines after the first test. In the meantime, you might get a head start by starting a journal on the assignment.

- **Final exam:** This two-hour exam will take place in our usual meeting space. Two-thirds of it will repeat questions from the first two tests, and the last third will be new questions covering the material since Week 10.

### Grade Distribution:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Discussion questions</td>
<td>10%</td>
</tr>
<tr>
<td>Online participation</td>
<td>25%(^3)</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Test 1</td>
<td>15%</td>
</tr>
<tr>
<td>Test 2</td>
<td>15%</td>
</tr>
<tr>
<td>Personal reflection paper</td>
<td>10%</td>
</tr>
<tr>
<td>Final exam</td>
<td>15%</td>
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</tbody>
</table>

### Grade Scale:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>92-100</td>
<td>A</td>
</tr>
<tr>
<td>90-91</td>
<td>A-</td>
</tr>
<tr>
<td>88-89</td>
<td>B+</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
</tr>
<tr>
<td>80-81</td>
<td>B-</td>
</tr>
<tr>
<td>78-79</td>
<td>C+</td>
</tr>
<tr>
<td>72-77</td>
<td>C</td>
</tr>
<tr>
<td>70-71</td>
<td>C-</td>
</tr>
<tr>
<td>68-69</td>
<td>D+</td>
</tr>
<tr>
<td>62-67</td>
<td>D</td>
</tr>
<tr>
<td>60-61</td>
<td>D-</td>
</tr>
<tr>
<td>0-59</td>
<td>F</td>
</tr>
</tbody>
</table>

\(^3\) This 25% breaks down as follows:

- Your twenty-five posts: 15%
- Your twenty-five responses to others: 5%
- Reading at least one hundred posts: 5%. 

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<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
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<tbody>
<tr>
<td>Sunday</td>
<td>Watch this chapter's Author Videos.</td>
</tr>
<tr>
<td>Sunday</td>
<td>Download the chapter outline(s) and familiarize yourself with the material for the week.</td>
</tr>
<tr>
<td>Before Monday and Wednesday afternoons</td>
<td>Read the chapter(s).</td>
</tr>
<tr>
<td>Monday afternoon</td>
<td>Download the lecture’s PowerPoint(s). Read your notes and flag any concepts, list items, or names you may need help with.</td>
</tr>
<tr>
<td>Before 11:59 PM Monday</td>
<td>Submit discussion question.</td>
</tr>
<tr>
<td>Before 11:59 PM Monday</td>
<td>Take the quiz and review the feedback after each question.</td>
</tr>
<tr>
<td>Wednesday afternoon</td>
<td>Download the lecture’s PowerPoint(s). Read your notes and flag any concepts, list items, or names you may need help with.</td>
</tr>
<tr>
<td>Wednesday afternoon:</td>
<td>Familiarize yourself with the new discussion forums and outline/draft your weekly post.</td>
</tr>
<tr>
<td>Before 11:59 PM Sunday</td>
<td>Post your written response.</td>
</tr>
<tr>
<td>Before 11:59 PM Sunday</td>
<td>Read some of your classmates’ posts and respond.</td>
</tr>
</tbody>
</table>

- **Suggested**
- **MANDATORY**
- **Strongly suggested**
POLICIES:
Attendance: The only excused absences are those because of medical reasons, military service, UWM team membership, religious practices, immediate family member health, or death. Things like weddings, job hunting, or apartment shopping don’t count. Be prepared to bring documentation as soon as possible to get approval. If you need an extension or a make-up date because of an excusable absence, please contact your TA as soon as possible. If the occasion arises that I must miss class, I will make arrangements to make up for the missed time; these may include extra assignments, readings, or meeting times.

Late assignments: Unexcused late assignments will lose 10% for missing the initial deadline, and another 10% for every twenty-four hours after that. Assignments arriving with 72 hours of unexcused late will receive an “F” (60%).

Academic misconduct: CHEATING AND PLAGIARISM ARE UNACCEPTABLE, AND WILL RESULT IN COURSE FAILURE. If requirements are unclear, or if you find an assignment overwhelming, it is best to consult me beforehand so we can work out something.

UWM expects each student to be honest in academic performance. Failure to do so may result in discipline under rules published by the Board of Regents (UWS 14). The most common forms of academic dishonesty are cheating and plagiarism.
Cheating includes:
- Submitting material that is not yours as part of your course performance, such as copying from another student's exam, allowing a student to copy from your exam; or,
- Using information or devices that are not allowed by the faculty; such as using formulas or data from a computer program, or using unauthorized materials for a take-home exam; or,
- Obtaining and using unauthorized material, such as a copy of an examination before it is given; or,
- Fabricating information, such as data for a lab report; or,
- Violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation; or,
- Collaborating with others on assignments without the faculty's consent; or,
- Cooperating with or helping another student to cheat; or,
- Other forms of dishonest behavior, such as having another person take an examination in your place; or, altering exam answers and requesting the exam be re-graded; or, communicating with any person during an exam, other than the exam proctor or faculty.

Plagiarism includes:
- Directly quoting the words of others without using quotation marks or indented format to identify them; or,
- Using sources of information (published or unpublished) without identifying them; or,
- Paraphrasing materials or ideas of others without identifying the sources.
Academic integrity means honesty concerning all aspects of academic work. Students are encouraged to consult with faculty to develop:

- Correct procedures for citing sources of information, words and ideas.
- Ways to properly credit collaborative work with project team or study group members.
- Strategies for planning and preparing for exams, papers, projects and presentations.
- Alternative procedures for quiz/exam conditions in classroom environment where cheating has been observed.

If a student is charged with academic misconduct, there are specific procedures, including the right of appeal, which must be followed by UWM. Sanctions imposed by the university in response to academic misconduct range from reprimands to expulsion. **COURSE FAILURE IS LIKELY.**

*Students with disabilities.* Notice to these students should appear prominently in the syllabus so that special accommodations are provided in a timely manner. [http://www4.uwm.edu/sac/SACltr.pdf](http://www4.uwm.edu/sac/SACltr.pdf)

*Religious observances.* Accommodations for absences due to religious observance should be noted. [http://www4.uwm.edu/secu/docs/other/S1.5.htm](http://www4.uwm.edu/secu/docs/other/S1.5.htm)

*Students called to active military duty.* Accommodations for absences due to call-up of reserves to active military duty should be noted.  
Students: [http://www4.uwm.edu/current_students/military_call_up.cfm](http://www4.uwm.edu/current_students/military_call_up.cfm)  
Employees: [http://www4.uwm.edu/secu/docs/other/S40.htm](http://www4.uwm.edu/secu/docs/other/S40.htm)  
(Editorially Revised, 3/25/09)

*Incompletes.* A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work. [http://www4.uwm.edu/secu/docs/other/S31.pdf](http://www4.uwm.edu/secu/docs/other/S31.pdf)

*Discriminatory conduct (such as sexual harassment)*. Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. [http://www4.uwm.edu/secu/docs/other/S47.pdf](http://www4.uwm.edu/secu/docs/other/S47.pdf)

*Academic misconduct.* Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. [http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm](http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm)

*Complaint procedures.* Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific
university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy. http://www4.uwm.edu/secu/docs/other/S49.7.htm

*Grade appeal procedures.* A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School. http://www4.uwm.edu/secu/docs/other/S28.htm

*Other* The final exam requirement, the final exam date requirement, etc. http://www4.uwm.edu/secu/docs/other/S22.htm
CLASS SCHEDULE

Week 1 (January 23, 25)
M: No reading, no quiz
W: Read TBD
F: Introductions

Week 2 (January 30, February 1)
M: Read Foner, Chapter 16 - America's Gilded Age, 1870–1890
M: Quiz 1, TBD
W: Read Foner, Chapter 17 - Freedom's Boundaries, At Home And Abroad, 1890–1900

Week 3 (February 6, 8)
M: Foner, Chapter 18 - The Progressive Era, 1900–1916
M: Quiz 2 - Chapters 16 & 27
W: Foner, Chapter 19 - ???

Week 4 (February 13, 15)
M: Foner, Chapter 20 - Safe For Democracy: The United States And World War I, 1916–1920
M: Quiz 3 - Chapters 18 & 19
W: Foner, Chapter 20 - Safe For Democracy: The United States And World War I, 1916–1920

Week 5 (February 20, 22)
M: Review session
M: Quiz 4 – Chapter 20
W: TEST 1 - through Chapter 20

Week 6 (February 27, March 1)
M: Foner, Chapter 21 - The New Deal, 1932–1940
M: No quiz
W: Foner, Chapter 21 - The New Deal, 1932–1940

Week 7 (March 6, 8)
M: Foner, 22 - Fighting For The Four Freedoms: World War II, 1941–1945
M: Quiz 5 - Chapter 21
W: Foner, 22 - Fighting For The Four Freedoms: World War II, 1941–1945

Week 8 (March 13, 15)
M: Foner, Chapter 23 - The United States And The Cold War, 1945–1953
M: Quiz 6 – Chapter 22
W: Foner, Chapter 23 - The United States And The Cold War, 1945–1953
Week 9 (March 20, 22)
   No class, Spring Break

Week 10 (March 27, 29)
   M: Quiz 7 – Chapter 23

Week 11 (April 3, 5)
   M: Review session
   M: Quiz 8 – Chapter 24
   W: TEST 1 – Chapters 21-24

Week 12 (April 10, 12)
   M: No quiz

Week 13 (April 17, 19)
   M: Quiz 9 – Chapter 25

Week 14 (April 24, 26)
   M: Quiz 10 – Chapter 26

Week 15 (May 1, 3)
   M: Foner, Chapter 28 - September 11 And The Next American Century
   M: Quiz 11 – Chapter 27
   W: Foner, Chapter 28 - September 11 And The Next American Century

Week 16 (May 8, 10)
   M: TBD
   M: Quiz 12, Chapter 28
   TU: PAPER DUE
   W: Review session