



UNIVERSITY OF MINNESOTA

University of Minnesota- Twin Cities

Spring 2018

HIST 1308

Global America: U.S. History Since 1865

Credits: 3

U of M Liberal Education requirements met: Historical Perspectives

Course details

Course Description:

"Out of Many: A History of the American People" is the title of the textbook we will be using this year. Those first three words set up this course well. "Out of Many," of course, references our original, de facto, national motto *E Pluribus Unum*, which is a Latin phrase meaning "Out of Many, One." That theme will help define our course this semester, as we refine and deepen our study of this country's history.

We started this journey in the fall with the beginnings of American History and the institutions it created; now we move this course of study into examining the existing structures in our society. Throughout these myriad of events and topics that we will be examining, we will continually refer back to the central theme of this course: Out of Many? Has our country been shaped and defined by the "many"? Has it been a land of opportunity and inclusiveness for "many"? Have we been shaped into "one," and if not, are we trying to or should we be? And what role do you, as a student and future voter/participant, play in this vision?

This course fulfills the University's Liberal Education "Historical Perspectives Core" requirement: students will acquire factual knowledge, assess the value and limitations of different kinds of historical evidence, and interpret data in an analytical and critical fashion. Students will also examine how historians ask questions, craft interpretations, construct arguments and reach conclusions about the past. Students are eligible to register for this University of Minnesota course through the College in the Schools (CIS) program when class rank is within the top 30 percent of your class and/or when students possess a 3.0 or higher GPA. Satisfactory completion of the course will result in earning 3 University credits for HIST 1308. **The grade you receive in a CIS course is recorded on a University of Minnesota transcript and automatically becomes part of your permanent U of MN academic record.**

Semester II: The Development of an American Power

Textbook: Faragher, John Mack, et al. Out of Many: A History of the American People. Pearson Education, 5th ed. (2007).

Course Readings include, but are not limited to, those outlined in each unit below. All readings are required, including those to be read in advance of our U of M field day.

Unit I Theme: How did rapid industrialization create opportunities for some Americans and problems for others?

Topics: The Closing of a Frontier
Age of the City
Free Enterprise: Business and Labor

Course Readings, including: *Robber Barons and Silicon Sultans*: The Economist January 2015
Sand Creek Massacre and Wounded Knee documents (packet)
Wealth of Nations: Andrew Carnegie
Labor Union documents (packet)

Unit II Theme: How did Americans emphasize ideals in foreign policy?

Topics: Gilded Age Politics: Corruption and Reform
Populism
Reform: Progressive Movement
Spanish American War
Moral Diplomacy: Latin America and Europe
World War I

****Historiography on the Progressives Assigned (CIS Common Assignment #1)****

Course Readings, including: Articles for Progressive Assignment from the U of M (packet)
"The Wonderful Wizard of Oz" and Michael Genovese article (packet)
Faragher, chapters 20, 21, 22
Excerpt from *The Jungle* by Upton Sinclair
White Man's Burden by Rudyard Kipling
Excerpts from "History in the Making" by Kyle Ward

**Unit III Themes: How did the optimism of WWI's end give way to the despair of the Great Depression?
How did Americans contend with the Great Depression?**

Topics: Isolationism
Business prosperity
Culture and Technology of the 1920s
Causes of the Depression
Coping with the financial crisis
The New Deal
WWII: America's Role as the Arsenal

Course Readings, including: "Sacco and Vanzetti" excerpt from Danzer (packet)
Selected poems by Langston Hughes and Countee Cullen (packet)
Crash of 1929
Class packet on Tonelli's Run (Philippines Death March)
Faragher, chapters 23, 24, 25

Unit IV Theme: How did America's role as world leader affect Americans and the people of other nations?

Topics: The Cold War and Korea
Structural Change in American Society
Civil Rights: Protest and Change

Course Readings, including: *Feminine Mystique*, excerpts, by Friedan
Cold War Stressors documents (packet)
Letter from a Birmingham Jail by King
Dr. King and Malcolm X documents (packet)
Faragher, chapters 26, 27, 28

Unit V Themes: How did the Cold War determine challenges to American power? What is the role of America in a world without a Soviet threat? What is the role of government in a conservative time?

Topics: Liberalism: Rise and Fall
Vietnam and the Limits of American Power
The Rise of Republicans and Neo-Conservatives
Modern America and **ORAL HISTORY: HIST 1308 Common Assignment #2**

Course Readings, including: Faragher, chapters 29, 30, 31
Selected voices on Vietnam (John Kerry, LBJ, etc.)
LBJ: Remarks on Signing the Civil Rights Act
Nixon: Resignation from Office
Reagan: Economic Recovery
George W. Bush: The War on Terror (2008)

IMPORTANT DATES

CIS Field Day: March 13

CIS classes will prepare for the Field Day experience that will be held at the University of Minnesota in March. Readings will be provided for this preparation and positions will be assigned. It is imperative that you read your assigned material. CIS U. S. History Students will be excused from school for the entire day. This is a required component of the class. More information/readings will follow.

APUSH Exam: Friday, May 11, 7:30 – 11:30 a.m.

Consider taking this optional exam. AP credits may be accepted by some colleges that may not accept U credits. In addition, preparing for and taking exams like this help train your brain to work well under pressure. If you do plan to take the exam, begin studying for it no later than Spring Break. Tackle 2+ topics per week. Write down notes about people, events, terms, etc., to re-place all that earlier information back into your brain. I highly suggest you consider, also, purchasing an APUSH Guidebook from a local bookstore. These books cost between \$15-\$20, generally, and they're usually well worth the cost. Make sure it is geared to the 2015 test or later. The AP test fee is approximately \$86; need-based scholarships are available through Guidance.

Cumulative Final Exam: Early May

CLASS REQUIREMENTS AND EXPECTATIONS

GRADES

I enter grades electronically approximately once a week. Generally, it will take at least a week for daily work to be put online and several weeks for longer essays and projects to be corrected and entered electronically. If a student or parent requires immediate feedback on an assignment, that person should contact me directly.

Grading Scale:

A = 94% and above	C = 74 to 76
A- = 90 to 93	C- = 70 to 73
B+ = 87 to 89	D+ = 67 to 69
B = 84 to 86	D = 64 to 66
B- = 80 to 83	D- = 60 to 63
C+ = 77 to 79	F = 59 and below

Your coursework will be weighted as follows:

Exams: 35% of final grade	Major papers/projects: 35% of final grade
Quizzes: 20% of final grade	Smaller assignments: 10% of final grade

WEEKLY EXPECTATIONS

General Schedule: The unit calendars will be available on Schoology starting the first week of the semester. Students will generally have one chapter to read each week and one or two extra readings or assignments.

Tackling the readings (Hints from former students):

- The readings are dense. It is not, generally, a good idea to try to tackle over 10 pages in one sitting. Try reading for 15-30 minutes at a time—tackling 5-10 pages. Read in 2-3 segmented time periods each week.
- Do NOT save U.S. History reading as the last bit of homework you do each night. A tired brain cannot handle all the information given—and you'll probably fall asleep. Read the textbook with a pen/pencil in hand, in a sitting position, at an alert state of mind.
- Since we do not assign study guides to accompany most of your readings, it is assigned to be done on your own time, in the way that best suits your learning style. You WILL be tested on all the assigned information in the textbook, and we will only cover bits and pieces of that information in class. You should take notes, in the style that best suits you. We suggest active reading combined with true Cornell notes (this does not mean just writing questions in the margin).
- Pay attention to the visuals and the quotations—they're often the most interesting part of the chapters.

- Search online for "Out of Many chapter outlines" to get some assistance for the textbook portion if needed. Some students do well by studying the outline before they do their reading, as this allows them to activate prior knowledge and create mental models of the information they will read.

Quizzes: Generally, we will have one chapter quiz each week.

Late Work/Makeup: Homework assignments must be turned in at the beginning of the hour on the due date, unless otherwise specified by me. *Any assignment turned in after this time will be considered late, and will receive half credit. The last deadline for any late, missing, or make-up work is five school days past the due date.* This policy is for the benefit of the students; if students do not keep up with this fast-paced, challenging course, they will have little chance of passing the course.

Extra Credit: An extra credit opportunity will be offered around mid-semester. ***NOTE: THE EXTRA CREDIT PERCENTAGE POINTS WILL ONLY BE ADDED TO THE BHS GRADE, NOT THE UNIVERSITY FINAL GRADE.***

SEMESTER EXPECTATIONS

In addition to the weekly expectations, a few major items will be required during the semester.

CIS Common Assignments: Each semester, students will write two papers required by the University of Minnesota. On/before the due dates of these assignments, students **MUST** submit them to turnitin.com.

Unit Exams: Exams will be given approximately once a month, and the cumulative final exam will take place in mid May 2018. **Exams must be made up within one school week.**

NOTE: Keep this syllabus, and all study guides, notes, written assignments, quizzes, etc. until you've received credit for this course from your college.

Incomplete or Withdrawal: If extreme extenuating circumstances make a student unable to complete his/her coursework for this class, the University offers the option of an "Incomplete" grade (to be made up within a year) or a "Withdrawal" from the course (a "W" shows on your transcript and could affect later acceptance into the university and/or financial aid). Both options require paperwork justifying the requests and must be approved/discussed with the school counselor and/or instructor first.

MATERIALS/ATTENDANCE/BURNSVILLE POLICIES

Students should come prepared to class with a charged chromebook, notebook, pencil/pen, and a folder or binder. We also suggest having access to a highlighter and colored pen (red preferably) to use when grading/critiquing papers in class.

Attendance and School Policies:

The best learning and teaching occurs when students are in class on time, prepared, and ready to learn. Class begins immediately after the bell rings. Students are marked tardy if they arrive (without a pass) after class has begun.

All of Burnsville Senior High School's policies and regulations will be enforced in the classroom. Please see the Student Handbook for more specific information. In addition, all of the University of Minnesota policies will be followed, when applicable, as well.

My Education Qualifications:

Bachelor of Arts in International Studies/Law and Diplomacy (2002) from Brigham Young University, Provo, UT. Secondary Social Studies Teaching Licensure (2006) from University of Wisconsin--River Falls. Master of Education (2011) from Saint Mary's University. This is my 12th year teaching at Burnsville Senior High School. In order to teach a University of Minnesota course, I have gone through an interview process with the University and completed its instructor requirements.

University of Minnesota, Twin Cities Campus Academic Policies, 2017-18

Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please

see: http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please

reference: <http://policy.umn.edu/education/studentresp>.

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct

Code: http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, the student may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please

see: <http://policy.umn.edu/education/instructorresp>.

The Office for Community Standards has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <https://communitystandards.umn.edu/avoid-violations/avoiding-scholastic-dishonesty> If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information,

please see: <http://policy.umn.edu/education/makeupwork>.

Appropriate Student Use of Class Notes and Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/education/studentresp>.

Grading and Transcripts

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

A	4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements
A-	3.667
B+	3.333
B	3.000 - Represents achievement that is significantly above the level necessary to meet course requirements
B-	2.667
C+	2.333
C	2.000 - Represents achievement that meets the course requirements in every respect
C-	1.667
D+	1.333
D	1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
S	Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to: <http://policy.umn.edu/education/gradingtranscripts>.
[S/N (Satisfactory/Non-Satisfactory) is not a grading option for courses offered through CIS.]

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/regents.umn.edu/files/policies/SexHarassment.pdf>

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance

status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:

http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations

The University of Minnesota views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

- If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus ([612.626.1333](tel:612.626.1333)) or CIS Associate Director, Jan Erickson (j-eric1@umn.edu or 612.624.9898), to arrange a confidential discussion regarding equitable access and reasonable accommodations.
- Students with short-term disabilities, such as a broken arm, **can** often work with instructors to **minimize** classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above.
- If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course.

Additional information is available on the DRC website: (<https://diversity.umn.edu/disability/>) or e-mail (drc@umn.edu) with questions.

Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health

Website: <http://www.mentalhealth.umn.edu>.

Academic Freedom and Responsibility

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

** Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

