

MISSOURI WESTERN STATE UNIVERSITY

**College of Liberal Arts & Sciences
Department of History & Geography**

FALL 2019

**HISTORY 150-2: AMERICAN HISTORY SINCE 1865
MW 2:00-3:20pm, Popplewell 105**

Instructor: Dr. Dominic DeBrincat

Office and Office Hours: Popplewell 114E—MW 1:00-2:00pm, T 10:00am-1:00pm

Office Phone: 816-271-5688 (Please don't leave a voice mail message)

Email: ddebrincat@missouriwestern.edu (Please Indicate "HIS 150" in Subject Line)

Course Texts

-Eric Foner, ed., *Give Me Liberty: An American History*, Volume 2, Brief 5th Edition

*You may purchase the paper or e-book versions

-Ellen W. Schrecker, ed., *The Age of McCarthyism: A Brief History with Documents*, 3rd Edition

-Various Online Articles on Canvas

Course Objectives

-To develop your ability to comprehend, digest, and synthesize historical events.

-To develop your ability to approach and analyze historical readings critically.

-To develop your ability to draft essays with clear theses, unified arguments, logical evidentiary progression, and clean grammatical mechanics.

-To develop your confidence and ability to express yourself in a university classroom environment and in public settings.

Course Requirements

Exams: You will take 2 bluebook essay exams this term: one at the mid-term and one as a final exam. The mid-term exam will cover the information and readings through and including the Roaring Twenties. While the final exam will focus on materials and information after the 1920s, I may call on you to address certain broad themes or ideas concerning the pre-1929 period.

*NCSS Themes: 1-10

Red Scare Essay: You will write a 5-7-page memo addressing the fear of Communism based on Schrecker's edited volume. Specifics on this assignment are Canvas.

*NCSS Themes: 1, 2, 4, 5, 6, 7, 9, 10

Mini-Bibliography: You will write a brief annotated bibliography on a subject of your choice that fits within this course's scope: American history since 1865. You will locate three scholarly articles relevant to your subject, and identify its thesis and key evidentiary contributions. Details are on Canvas.

**NCSS Themes: 1-10*

InQuizitive Quizzes: Most weeks you will take an online adaptive quiz through InQuizitive related to your readings from the Foner textbook. These quizzes can be found on Canvas. Each week's quiz must be completed by **Sunday at 11:00pm** of the week we will be covering the materials. I will be dropping your two lowest Inquisitive scores, including quizzes you might choose to skip. **There will be NO makeup quizzes.**

**NCSS Themes: 1-10*

Article Reading Quizzes: Some weeks I will assign a scholarly article to read, which is posted on Canvas. Before we discuss these articles in class, you will submit answers to guided reading quiz questions. These untimed quizzes can be found on Canvas. Each week's quiz must be completed by **Tuesday at 11:00pm** of the week we will be covering the article. I will drop your one lowest article reading quiz score, including any quiz you might choose to skip. **There will be NO makeup quizzes.**

**NCSS Themes: 1-10*

Class Participation: Because history is the examination of events, ideas, and change, the key to understanding and appreciating history fully is to study it through open discussion. Therefore, class attendance is mandatory. I expect you to come to each class period prepared, alert, and eager to contribute to the day's objective.

**NCSS Themes: 1-10*

***Note on Essays:** Each essay will maintain the same format: **8 ½ x 11 size paper, Courier or Times style font (12 pt), black ink, double-spaced, with one inch margins all around.** To receive full credit, you must turn in your essay at the beginning of class the day that it is due. If you have some problem meeting the deadline, please contact me as far in advance as possible.

Grading

Mini-Bibliography (Due 9/25/19): 5%
Mid-Term Exam (10/0/19): 15%
Red Scare Essay (Due 11/13/19): 20%
Final Exam (12/11/19): 20%

InQuizitive (Cumulative): 15%
Reaction Quizzes (Cumulative): 10%
Participation: 15%

Grading Scale

100-89.5 = A 69.4-59.5 = D
89.4-79.5 = B 59.4-0 = F
79.4-69.5 = C

General Cautions

1. There will be no tolerance for cheating, plagiarism, or academic dishonesty on assignments. **If at any point I determine that you have appropriated or adopted any portion of text or idea from an Internet website or unauthorized source without proper and accurate citation, I will dismiss you from the course, submit an “F” for your course grade, and file the violation with the University.** I will be measuring your mastery of *this term’s* lessons, materials, and information, so reliance on or contribution to unacceptable outside sources, including on-line note and resource repositories, will be treated as academic dishonesty and violations of my and the university’s intellectual property rights.
2. If you miss class for any reason, it is your responsibility to find out what assignments and course instructions you have missed.
3. Late Policy: Assignments will be marked down 3 points for each day they are late. For example, if you submit a paper graded at 85 points (B) two days late, you will receive a 79 (C+). This policy includes weekend days.
4. You will **submit your essays** electronically to **Turnitin** on Canvas for plagiarism review. Your essays must be in Word or PDF formats.
5. Absent a university-documented need or accommodation, you may not record course sessions or meetings. Violations of this policy constitute academic dishonesty.
6. You are welcome to use laptops and tablets for taking notes in class. However, I reserve the option to prohibit their use if they are being abused or misused in class for non-course purposes. Such misuse includes recording lectures and class discussion, viewing videos or inappropriate photos, or visiting non-related web pages.
7. Emergencies aside, please do not leave class for any reason. Going to the bathroom simply because you can—or because you’re bored—unprofessionally and unnecessarily disrupts class. Such disruptions will be reflected in your participation grade.
8. Put your phone away during class. Your choice to distract yourself is disrespectful and will be reflected in your grade.

Final Thoughts from Your Professor

Please use all resources available to you on campus. Visit my office hours, call, or email me with concerns or questions. Meet with your classmates to discuss your work, or to review each other’s drafts. Familiarize yourself with the library, support centers, and other services that MWSU provides.

If you have any special needs, disabilities, or language difficulties (ESL), please give me early notice so that I can make accommodations.

Disability Accommodations: Students seeking accommodations must first provide documentation of needed accommodations to the Accessibility Resource Center (ARC) located in Eder Hall, Suite 203. Once accommodations have been approved by the ARC, students are responsible for notifying their instructors of those accommodations. This should be done within the first two weeks of classes. Accommodations are not retroactive.

Most important, if you have any concerns about the class or your progress in the course, **COME SEE ME**. I am eager to meet with you on any matter—so either call, email, or visit me in my office. It is my pleasure and duty to make sure you're developing as an academic thinker and college historian, so please let me make this happen for you.

...And Now a Word from Your University

Academic Honesty, Due Process, and Grade Appeal

“Academic honesty is required in all academic endeavors. Violations of academic honesty include any instance of plagiarism, cheating, seeking credit for another’s work, falsifying documents or academic records, or any other fraudulent classroom activity.” (MWSU Student Handbook)

“Violations of academic honesty may result in a failing grade on the assignment, failure in the course, or expulsion from school. When a student’s grade has been affected, violations of academic honesty will be reported to the Provost or the designated representative.” (MWSU Student Handbook)

For more details concerning Departmental Grade Appeal Procedure, see “GRADE APPEAL PROCEDURE MATERIALS” which is filed in Popplewell 115.

For more details see <https://www.missouriwestern.edu/studentaffairs/wp-content/uploads/sites/292/2014/02/handbook.pdf>.

For information about Academic Regulations and Standards Committee, go to <https://www.missouriwestern.edu/facsenate/academic-regulations/>

A Note on Harassment, Discrimination and Sexual Misconduct

Consistent with its mission, Missouri Western seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and University policy prohibit harassment, discrimination and sexual misconduct. Missouri Western encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to someone from the Campus and Local Resources list found in the Student Handbook about what happened so they can get the support they need and Missouri Western can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Missouri Western is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, see the MWSU sexual-misconduct policy.

Students have received information via email regarding training regarding Title IX. Student employees may have additional required training. Please follow the link in the email sent to your MWSU student account to complete the training. Students who do not complete the training will receive a hold on their account, prohibiting future semester enrollment until the training is complete. These training courses will ensure that all students are appropriately educated about these important regulations.

Meeting Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students, 226 Blum Student Union, for a list of resources and support.

The Campus Cupboard is a free resource with pantry and hygiene items, located at 214 Blum Student Union. The pantry is typically open Tuesdays and Thursdays from 2-4 pm and by appointment. You can stop by the Vice President for Student Affairs Office, Blum 228, or contact the Dean of Students with questions or concerns. Furthermore, please notify the professor if you are comfortable in doing so. This will enable him/her to provide any resources that he/she may possess.

Attendance: University Statement

“Missouri Western State University has the expectation that students should be active participants in their coursework. Regular class attendance is considered a key element of participation and an essential part of the educational experience.” (MWSU Student Handbook)

Classroom Behavior Guidelines

University Statement: See the Student Handbook section concerning Student Code of Conduct for additional details.

Professor’s Statement: Be good to one another.

Inclement Weather and Illness Policy

In the event that the instructor is unable to make it to a scheduled class session, you will be notified through your university email account, when possible. The email will contain instructions for what you are to do in lieu of coming to class that day.

Thematic Standards for Social Science Education Majors

For those students intending to teach History and the Social Sciences at the secondary level, please be aware that the National Council for the Social Studies (NCSS) requires the promotion of ten thematic standards that are designed especially to assist students who are preparing for such a teaching career. These ten thematic standards are:

1. Culture and cultural diversity;
2. Time, continuity, and change;
3. People, places, and environments;
4. Individual development and identity;
5. Individuals, groups, and institutions
6. Power, authority, and governance;
7. Production, distribution, and consumption;
8. Science, technology, and society;
9. Global connections;
10. Civic ideals and practices.

Each of these thematic standards will be integrated into this course. In this course, standards 1-10 will be emphasized. The syllabus indicates which standards are associated with each particular assignment and lesson.

Students in secondary education are responsible for keeping all quizzes, papers, and examinations as artifacts for their electronic portfolios.

General Studies Requirements for Bachelor Degrees

General Education at Missouri Western State University consists of a common core of curriculum offerings necessary to equip students for successful and fulfilled lives as educated and active citizens. The required general education curriculum consists of a broad range of courses that assures that all baccalaureate-seeking students acquire academic skills and knowledge necessary for understanding, communicating, and performing in a diverse and complex world. Students completing courses in the general education program will be provided the opportunity to acquire knowledge and skills to:

1. Write and speak clearly and effectively;
2. Think critically and reason analytically;
3. Locate, organize, evaluate, and synthesize information from print and electronic sources;
4. Understand and appreciate moral values and ethical choices;
5. Gain a greater awareness of the present by understanding other cultures and times;
6. Understand and enjoy aesthetic experiences and share in related activities;
7. Develop an understanding of fundamental mathematical concepts and their applications.

8. Understand common phenomena in the physical and natural environment and understand the methods by which they are studied through lectures and the connected laboratory experience;
9. Understand and appreciate the means of gaining and maintaining mental and physical health.

The Knowledge and Skill areas 1, 2, 3, 4, and 5 will be emphasized in this course.

ASSIGNMENT SCHEDULE FOR HISTORY 150

Week 1 – 8/26-28/19: Course Introductions and Reconstruction, 1865-1877

-Foner, Chapter 15 (No InQuizitive Quiz)

*NCSS Themes: 1, 2, 3, 4, 5, 6, 10

Week 2 – 9/2-4/19: Late 19th-Century Politics and Urban Growth

-Foner, Chapter 17

*NCSS Themes: 1-10

Week 3 – 9/9-11/19: American Exceptionalism and Empire, 1877-1914

-Bonnie M. Miller, “The Image-Makers’ Arsenal in an Age of War and Empire, 1898–1899: A Cartoon Essay, Featuring the Work of Charles Bartholomew (of the *Minneapolis Journal*) and Albert Wilbur Steele (of the *Denver Post*),” *Journal of American Studies* 45 (February 2011): 53–75 (**Online**).

*NCSS Themes: 1-10

Week 4 – 9/16-18/19: The Progressive Era, 1900-1914

-Foner, Chapter 18

*NCSS Themes: 1, 2, 4, 5, 6, 8, 9, 10

Week 5 – 9/23-25/19: World War I

-Foner, Chapter 19

*NCSS Themes: 2, 3, 4, 5, 6, 7, 8, 9, 10

***Mini-Bibliography DUE Wednesday, 9/25/19**

Week 6 – 9/30-10/2/19: Modern Times—The Roaring Twenties

-Foner, Chapter 20

-Lizabeth Cohen, “Encountering Mass Culture at the Grassroots: The Experience of Chicago Workers in the 1920s,” *American Quarterly* 41 (March 1989): 6-33 (**Online**).

*NCSS Themes: 1, 2, 4, 5, 6, 7, 9, 10

**End of Materials Covered by Mid-Term Exam*

Week 7 – 10/7-9/19: Midterm Week

-Monday: Lesson Overflow (No assignments)

-Wednesday: **Midterm Exam**

*NCSS Themes: 1-10

Week 8 – 10/14-16/19: The Great Depression

*No readings

Week 9 – 10/21-23/19: World War II

-Foner, Chapter 22

-Robin D. G. Kelley, “The Riddle of the Zoot: Malcolm Little and Black Cultural Politics During World War II,” from *Race Rebels: Culture, Politics, and the Black Working Class* **(Online)**.

*NCSS Themes: 1-10

Week 10 – 10/28-30/19: The Cold War Begins

-Foner, Chapter 23

*NCSS Themes: 1, 2, 3, 4, 5, 6, 8, 9, 10

Week 11 – 11/4-6/19: Era of American Affluence, 1945-1968

-Foner, Chapter 24

-Jessamyn Neuhaus, “The Way to a Man’s Heart: Gender Roles, Domestic Ideology, and Cookbooks in the 1950s,” *Journal of Social History* 32 (Spring 1999): 520-555 **(Online)**.

*NCSS Themes: 2, 4, 5, 7, 9, 10

Week 12 – 11/11-13/19: The Collapse of Consensus: Civil Rights and the Vietnam Era

-Foner, Chapter 25

*NCSS Themes: 1, 2, 4, 5, 6, 9, 10

***Red Scare Essay DUE Wednesday, 11/13/19**

Week 13 – 11/18-20/19: The Rise of Conservatism

-Foner, Chapter 26

*NCSS Themes: 1-10

Week 14 – 11/25-27/19: Giving Thanks for No Reading This Week

*No Classes: *Thanksgiving Break*

Week 15 – 12/2-4/19: Redefining America in the Globalized World

-Foner, Chapter 28

*NCSS Themes: 1-10

***Final Examination: WEDNESDAY 12/11/19, 2:30-4:30pm**

**Note: I reserve the right to make any changes to this syllabus as we go along.*