

HIST 458-001: Emergence of Modern America, 1865-1939

Credits: 3.0

Spring 2017

TR 2:00-3:15

Buller 149

Instructor:	Stephanie Carpenter, PhD
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Office location:	Buller 126
Office hours:	by appointment; as Department chair, meetings pop up on my calendar daily; it would be prudent to make an appointment with me or my Assistant at Buller 135 to ensure an appointment.

Course Description: Examines major events and developments through the lenses of religion, race, gender, and class and their impact on the individual's place in American society. Topics include religious pluralism and its social implications, Reconstruction, the industrial revolution, social and political reform, expansionism, World War I, and the Great Depression.

Course Materials:

Conklin, Paul K. *The New Deal*, 3rd edition. Wiley, 1992. ISBN: 9780882958897.

Foner, Eric. *A Short History of Reconstruction*, updated edition. HarperCollins Publishers, 2015. ISBN: 9780062370860.

Hofstadter, Richard. *The Age of Reform*. Knopf Doubleday Publishing Group, 1960. ISBN: 9780394700953.

Kyvig, David E. *Daily Life in the United States, 1920-1940: How Americans Lived Through the Roaring Twenties and the Great Depression*. Ivan R. Dee Publisher, 2004. ISBN: 9781566635844.

Royster, Jacqueline Jones. *Southern Horrors and other Writings: The Anti-Lynching Campaign of Ida B. Wells, 1892-1900*, 2nd edition. Bedford/St. Martin's, 2016.

Wiebe, Robert H. *The Search for Order, 1877-1920*. Farrar, Straus, and Giroux, 1966. ISBN: 9780809001040.

Other readings as assigned on LearningHub.

I have chosen these texts as a representation of the leading scholars of the time period. Even though some of the works are dated, they still stand as the essential works of the period.

HPSC History Program Outcomes:

1. Demonstrate an understanding of knowledge and context of key historical facts, values, and ideas;
2. Discuss the development of historiography and contemporary theoretical issues, including Christian perspectives on the discipline;
3. Pursue original research and synthesize it into well-written reports;
4. Develop relationships and engage in professional development with department faculty, staff, and fellow majors;
5. Students will critically examine and evaluate historical developments from an SDA/Christian worldview.

Student Learning Outcomes (SLO): HIST 458 is a content-driven course that covers a significant time in modern American history—from Reconstruction to World War II. With this course, students will demonstrate mastery of

1. in-depth knowledge of post-Civil War American history through discussion, exams, and paper;
2. critical thinking, independent thought, analysis, and evaluation of primary sources;
3. primary sources to analyze, research, and write history;
4. ability to present research effectively in oral and written communications.

Course Outline (Readings and Assignments): **Syllabus subject to change.** The information included below is a general course outline. Inasmuch as deviation from it may be necessary to meet the needs of the class, the right is reserved to make adjustments where necessary. Adjustments made will be based on reasonable discretion and consistent with fundamental fairness.

1. **Introduction, Context, and Mid-Century**
 “America at Mid-Century” powerpoint on LearningHub;
 Foner, *A Short History of Reconstruction*, chapters 1-4
2. **Reconstruction**
 Foner, *A Short History of Reconstruction*, remaining chapters
 Readings on LearningHub
3. **American West**
 Readings on LearningHub
 Wiebe, *The Search for Order*, chapters 1-3
4. **Industrialization and the Machine Age**
 Wiebe, *The Search for Order*, chapters 1-3, 5, 6
 Readings on LearningHub

Exam 1, February 9, 2017

5. **Gilded Age: Politics and Reform**
 Hofstadter, *The Age of Reform*, chapters 1-3
 Wiebe, *The Search for Order*, chapters 4-6
 Royster, *Southern Horrors and other Writings*
 Readings on LearningHub
6. **Progressive Era**
 Hofstadter, *The Age of Reform*, chapters 4-7 (pp. 272-82)
 Wiebe, *The Search for Order*, chapters 7-11
 Readings on LearningHub

Exam 2, March 16, 2017

7. **Roaring Twenties**
 Hofstadter, *The Age of Reform*, chapter 7 (pp. 282-302)
 Kyvig, *Daily Life in the United States, 1920-1940*, chapters 1-6
 Readings on LearningHub
8. **Depression and New Deal**
 Conklin, *The New Deal*
 Hofstadter, *The Age of Reform*, chapter 7 (pp. 302-28)
 Kyvig, *Daily Life in the United States, 1920-1940*, chapters 7-12
 Readings on LearningHub

Final Exam, Thursday, May 4, 1:30-3:30 pm

Grading Criteria: Grades will follow the A-B-C-D-F (90+ - 80+ - 70+ - 60+ - 59 and below) scale and will not be curved. Passing grade in this course is 60 percent (D-). Students must complete all components of the course to receive a passing grade.

Course Requirements: This is a lecture course that requires considerable hours outside of class for reading, research, and writing. College-level courses estimate that for every hour you spend in the class, you will spend (at least) two additional hours doing required work (reading and assignments); to that end, an undergraduate 3-credit course requires a total of 135 hours for course lectures, reading requirements, and written assignments. I estimate the following: Class lectures: 45 hours; Outside of class: 90 hours.

Exams (20% each exam). Two hourly exams will be given which will include identifications, short answer, and essay questions. First exam will be given 9 February 2017 and the second 16 March 2017. Make-ups will immediately follow the final exam.

Paper (20%). Each student will turn in a research proposal and working bibliography by 17 February 2017; first draft by 30 March 2017; and final paper with bibliographic essay and critiqued first draft by 27 April 2017. A paper copy will be handed in during class and an electronic version uploaded to Moodle. Students will be graded on each component of assignment. No late papers will be accepted or graded. Failure to turn in paper will result in a failing grade for the course.

The research paper assignment is one based on primary document research within the scope of this course (ie US history from 1865 to 1939). This is not a literature review or book report; rather, a research paper with thesis, argument, evidence, etc. Based on primary sources, students should consult secondary sources only to prove or refute their thesis. Choose a topic that interests you or you will quickly become bored. I am available to discuss potential topics and to assist in narrowing or broadening a research idea as well as to provide possible ideas for research materials. Students should start early, as it may be necessary to use interlibrary loan or make a research trip to a library or historical society. To complete this assignment, each student needs to present a research proposal and working bibliography, first draft, and final paper with bibliographic essay as deadlines dictate. To fulfill the requirements for the course, each paper should be 4000 (or more) words, typed, double-spaced, Arial font, and spell-checked. Students need to be as clear, coherent, and precise as possible. Generally, that does not mean that the rough/first draft is also the final draft of the paper. Constructive comments should be incorporated into the final copy to improve the assignment. Citations will follow standard historical practice. See, *The Chicago Manual of Style* or Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* for bibliographic format and citation examples. Students will turn in a bibliographic essay in place of a standard bibliography. The essay will incorporate the paper's sources and discuss their usefulness and importance to the overall work.

Assessment Rubric for 300- and 400-level Courses

	Not present	Fails to meet standard	Barely meets standard	Meets standard	Exceeds standard	
Organization/flow of the paper Abrupt shifts in thought / argument Style of writing, word choice	0	1	2	3	4	_____
Paper format and length Length (minimum requirement met) (title page & bibliography excluded)	0	1	2	3	4	_____
References (reader/user friendly) (Turabian or Chicago Manual) Footnotes/endnotes (not in order) Bibliography (not in order)	0	1	2	3	4	_____
Thesis statement	0	1	2	3	4	_____
Research content/extent of research Original and secondary sources	0	1	2	3	4	_____
Analysis and/or Synthesis Critical thinking/analysis/logic Synthesis, complexity of ideas Originality of thought & insight	0	1	2	3	4	_____

Discussion (20%) will take place for each course section. Students will be responsible for additional readings and specific topics as assigned. Discussions will be designed to create a dialogue between students to bring new ideas, conclusions, and analyses to the study of American history. To receive a grade for discussion it will be necessary for students to be prepared for class and to participate in discussion as assigned.

Final (20%) exam is scheduled for Thursday, 4 May 2017 at 1:30 pm. The exam will cover the last third of the course. Students should expect, however, a question or two that asks them to draw on their vast knowledge from the course. "Students are expected to follow the published examination schedule. In cases where the schedule requires a student to complete four exams in one day, arrangements may be made with the dean to complete one of the examinations at another time."

Attendance Policy: Attendance is required. Unexcused absences will affect grade—4 will reduce student grade one letter; 8 will result in automatic failure.

Class Policies:

Student Responsibility: Email is the official form of communication at Andrews University. Students are responsible for checking their AU email, Moodle, and iVue alerts regularly.

Professionalism: To prepare students for the professional world, certain behaviors/activities are not allowed in the classroom.

- Cell Phones, Personal Laptops, and Recording devices: Cell phones should be turned off before entering the classroom. Students who choose to text during class will be marked absent for the day. Picture-taking during class is not allowed. Recording devices are allowed only if pre-approved by instructor, and if approved, under no circumstance are recordings—visual or verbal—to be posted on a public website;
- Laptops should not be used for surfing the web or watching movies during class. It is disrespectful and unprofessional to use these devices inappropriately during class;
- Late Assignments are unacceptable unless prearranged with instructor;
- Tardiness; is disruptive and disrespectful to the class and instructor;
- Eating in class: Please do not bring food or beverages to class. Water is permitted.

Additional Policies: CHEATING in any form (including plagiarism) is not allowed. Plagiarism is a serious matter and cause for an F in the course. Cheating, plagiarism, or doing work for another person which will receive academic credit are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers, or the presentation of unacknowledged material as if it were the student's own work.

Disability Accommodations:

If you qualify for accommodation under the American Disabilities Act, please contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

Academic Integrity:

University learning thrives on the rigor of individual investigation, the authentic exchange of ideas, and a corporate commitment to integrity and mutual respect. University learning requires all members of the academic community to behave honestly. Andrews University anchors its practices in the teachings of the Bible as well as in widely established and honorable academic traditions. As the apostle Paul calls us to authenticity in our Christian walk, so the educational institution demands of its participant's true and accurate self-representation. In Ephesians, Paul invites believers "to be renewed in the spirit of your minds, and to clothe yourselves with the new self, created according to the likeness of God in true righteousness and holiness" (Eph. 4:23-24, NRSV). As scholars and as Christ servants, we build His living body through our honesty in all things, both small and great. To that end, Andrews University's faculty and students

pledge to learn and grow together, committing to the following Standards and affirming honesty as a core component of an Andrews University education.

Andrews University is a community of scholars where academic honesty is the expected norm for faculty and students. All members of this community are expected to exhibit academic honesty in keeping with the policy outlined in the University bulletin. In addition, the student is expected to comply with ethical and scientific standards in research as recognized by the US Office of Human Subjects Protection and the US Office of Research Integrity. It is expected that members of the scholarly community will act with integrity at all times, however, should an individual choose to demonstrate dishonesty, it should be understood that acts of academic dishonesty are taken extremely seriously. Acts of dishonesty are classified by level and reported centrally. The consequences of academic dishonesty will be determined by the instructor unless a student's record demonstrates repeated offenses (either three level-one offenses or two level-two offenses, or a level three and any other level violation). In the situation where the student record demonstrates such repeated violations, or where the student is accused of a level-four violation, the case will be referred to an Academic Integrity Panel for resolution. Serious or repeated violations can result in the issuance of an "XF" grade by Academic Integrity Panels, which indicates that the student failed the class for breach of academic integrity. The XF is placed on the student's permanent record and can only be removed under certain circumstances (see the University Bulletin)."

Standards for Faculty

Because academic integrity grows out of a partnership between faculty, staff involved in academic endeavors, and students, faculty members of Andrews University promise to:

- Model academic integrity both in the classroom and in the course of research activities and publication;
- Cultivate academic honesty in each course, using the following means as deemed appropriate:
 - Make the Academic Integrity Policy available to students,
 - Communicate clearly in the syllabus the expectations of the course, including what academic integrity means within the context of the course,
 - Explain acceptable source citation practices within the specific course or discipline,
 - Encourage use of campus learning resource;
- Intervene when academic integrity is breached and report intentional violations.

Standards for Students

The Andrews University faculty pledge to promote classroom experiences that foster academic integrity. In the same way, students commit to do their part to build a community of honesty. Students promise to:

- Present assignments, lab reports, and research findings that are not falsified in any way;
- Respect copyrighted and/or licensed material (whether it be directly quoted or paraphrased) by citing print or electronic sources as appropriate;
- Follow the source citation guidelines outlined by the course professor;
- Submit work that is solely created by the person to whom it is assigned;
- Contribute equitably when participating group-work;
- Prepare for quizzes and examinations by study and review without stealing, accepting, or using unauthorized quizzes or examination materials;
- Follow the professor's instructions regarding allowable aids during a quiz or examination;
- Complete quizzes and tests without seeking answers from or sharing answers with other students or unauthorized sources;
- Encourage others to high standards of integrity by refusing to assist in acts of academic dishonesty.

Emergency Protocol: Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.