History 1221-01—US From 1865 – 3 Credit Hours
MWF 9-9:50 a.m. – UU 416

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Course/Catalog Description: A survey of the economic, social, and political development of the United States from reconstruction to the present. This course will satisfy the statutory requirement of the U.S. and Wyoming Constitution.

Required Text, Readings, and Materials:
- Moodle
- On-Line Documents

Outcomes and Objectives:
- General Education Outcome #4: Students will demonstrate knowledge of diverse cultures and historical perspectives.
  - History 1221 provides the basic information students need to understand the historical development of the United States from 1865-Present. Students will become familiar with the events and individuals that impacted US History in this time period.
  - Students will begin to think critically about the influence history has on modern social, economic, religious, cultural, and political institutions.
  - Students will demonstrate an understanding of how social, political, economic, religious, and cultural forces intertwine to impact history, international affairs, gender, race, and class.
- General Education Outcome #1: Students will demonstrate effective oral and written communication skills, General Education Outcome # 6: Students will use appropriate technology and information to conduct research, and General Education Outcome # 7: Students will describe the value of personal, civic and social responsibilities.
  - Students will research, write, and speak about an individual who impacted the course of US History.
  - Students will participate in class discussions.
  - Students will increase their knowledge of the US and Wyoming Constitutions.

Methodology—This is a lecture course that also utilizes in-class discussions, primary and secondary source readings, research, and student presentations.

Evaluation Criteria:
- In-class Assignments: Several times a semester, students will be asked to discuss documents, topics, photos, etc related to class material. Each such activity is worth ten points. MISSED IN-CLASS ASSIGNMENTS CANNOT BE MADE UP.
• **Examinations:** There will be three exams in the class. The exams will cover information presented in class and your readings. One-hundred points each. Missed exams will be made up during Finals Week.

• **Historical Biography Project:** Each student will put together a poster board presentation on a man or woman who impacted the course of American history during this time period. Students will be asked to look at “non-traditional” historical figures. In other words, Kennedy, Roosevelt, Eisenhower, etc. are off limits. Instead, I want you to look at how an individual can impact history significantly without becoming President or a famous war hero. **Students must use at least two primary sources (including statements from the historical figure him/herself and one of his/her contemporaries) and two secondary sources.** Additional information follows the course outline. Projects will be presented throughout the semester. A sign-up sheet will be passed around on the third day of class. One-hundred points.

**Class Policies:**

• **Last Date to Change to Audit Status or to Withdraw with a W Grade:** April 14th.

• **Attendance Policy:** Consistent attendance is essential to the successful completion of this course. While absences are not directly counted against your grade, missed in-class assignments cannot be made up.

• **Make-Up Policy:** In-class assignments cannot be made up! All make-up exams will be given during Finals Week.

• **Student Rights and Responsibilities:** Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

• **Chain of Command:** If you have any problems with this class, you should first contact the instructor to attempt to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take the matter through the appropriate chain of command starting with the Department Head/Program Director, the Dean, and lastly the Vice President for Academic Affairs.

• **Academic Dishonesty:** (Cheating & Plagiarism) Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct for more information on this topic.

• **Official Means of Communication:** Casper College faculty and staff will employ the student’s assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly.

• **ADA Accommodations Policy:** If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college’s Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercolllege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.
US Since 1865—Tentative Course Outline and Reading Assignments

January 20
Introduction

January 22, 25
Reconstruction
Chapter 15

January 27, 29
Economic Development -- Growing Pains -- Gilded Age
Chapters 16 & 17

February 1, 3
Gilded Society and Politics
Chapter 18

February 5
Gilded Empire
Chapter 19

February 8, 10, 12
The Progressive Era
Chapter 20

February 15
Presidents Day -- No Class

February 17, 19
World War I
Chapter 21

February 22
Student Presentations Day I

February 24
Review for Exam I

February 26
EXAM I

Feb 29, March 2, 4
The 1920s and Early Great Depression
Chapter 22

March 7, 9, 11
The Great Depression
Chapter 23

March 14, 16, 18
Spring Break

March 21, 23, 28
World War II
Chapter 24

March 25
Spring Holiday

March 30
Student Presentations

April 1
Review for Exam II

April 4
EXAM II

April 6
Cold War Abroad and at Home
Chapter 25

April 8
Advising Day
Historical Biography Project

One of the outcomes of this course focuses on the ability to describe the value of personal, civic and social responsibilities. To demonstrate this, each student will put together a presentation on a man or woman who impacted the course of American history. Students must choose someone who lived in the time period covered by this class—someone who was neither President nor a military hero. I want you to look at how an individual can significantly impact history without becoming President or a famous war hero.

Each presentation will be displayed on a tri-fold poster board. Students will include a one page critical assessment of the impact the individual had on history. At least two primary and two secondary sources must be used.

Each presentation must include the following:

1.) Identification and (credited) photos of the individual.
2.) Outline of the individual’s contributions to history.
3.) Typed one-page analysis of the individual’s impact on history.
4.) A minimum of two quotations from IDENTIFIED primary sources by the historical figure. *(Not from a quotations page on the Internet!)*
5.) A Works Cited attached to the back of the poster board.
   A. This must include at least two primary sources.
   B. This must include at least two secondary sources.

Note on Sources

Primary Sources

*A primary source is something written by the historical figure you choose to study or by someone who directly knew him/her. Autobiographies, letters (often found in other books or on websites), newspaper clippings, trial transcripts, and Congressional Records are acceptable primary sources. Quotations from on-line quotations pages DO NOT COUNT. You may use them, but they will not help you fill the two primary sources requirement.*
Secondary Sources

Secondary sources are books and journal articles written by historians. You can find them in the library, on one of the library’s subscription databases, or on-line. I might also have some books that will work that I am willing to check out on a limited basis. WIKIPEDIA does not constitute a valid source. You may use it, but it will not help you fulfill the two secondary sources requirement.

Assessment

Your project is worth a maximum of 100 points to be earned as follows:

- Outline of historical figure’s life and major contributions to US History – 10 points
- Oral Presentation (i.e. discussing the individual with observers and answering questions) – 30 points
- Physical Presentation (neatness, grammar, etc.) – 10 points
- One page analysis of the historical figure’s contributions to United States History – 20 points
- Effective quotations from Primary Sources – 20 points
- Works Cited in MLA format – 10 points