History 1221-N1—US From 1865 – 3 Credit Hours

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Office Hours: MWF 10-11:00 in UU, TTh 10-11:30 in LH 175D and by appointment

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 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 and write 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 fully on-line course.

Evaluation Criteria:

- On-Line Discussion—A significant portion of the class will be devoted to discussing and reflecting on topics covered in the modules and readings. Each discussion is worth 20 points. MISSED DISCUSSIONS CANNOT BE MADE UP!

- Quizzes—There will be a 10-30 point quiz each week based on the modules and readings.

- Historical Biography Paper: Each student will write a five page research paper on a man or woman who impacted the course of US History during this time period. Students will be
asked to look at “non-traditional” historical figures. In other words, Presidents and famous generals are off limits. Instead, I want you to look at how an individual can impact history significantly without being a political/military leader. **Students must use at least two primary sources (including statements from the historical figure him/herself) and two secondary sources.** Additional information about the paper can be found at the end of this syllabus. One-hundred points.

**Class Policies:**

- **Last Date to Change to Audit Status or to Withdraw with a W Grade:** April 14th.
- **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@caspercollege.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.
- **MISSED DISCUSSIONS CANNOT BE MADE UP AFTER THE FACT!**

**US Since 1865 – Tentative Course Outline and Reading Assignments**

**January 18-24**

*Module I – Introduction*

- Discussion I
- Quiz I

**January 25-31**

*Module II – Reconstruction*

- Reading: Chapter 15
- Discussion II
- Quiz II
February 1-7  
*Module III Growing Pains*
- Readings: Chapters 16 & 17
- Discussion III
- Quiz III

February 8-14  
*Module IV - Gilded Politics and Empire*
- Readings: Chapters 18 & 19
- Discussion IV
- Quiz IV

February 15-21  
*Module V - The Progressive Era*
- Reading: Chapter 20
- Discussion V
- Quiz V

February 22-28  
*Module VI - World War I*
- Reading: Chapter 21
- Discussion VI
- Quiz VI

Feb 29-March 6  
*Module VII - The 1920s*
- Reading: Chapter 22
- Discussion VII
- Quiz VII

March 7-13  
*Module VIII - The Great Depression*
- Reading: Chapter 23
- Discussion VIII
- Quiz VIII

March 14-20  
Spring Break

March 21-27  
*Module IX - World War II*
- Reading: Chapter 24
- Discussion IX
- Quiz IX

March 28-April 3  
*Module X - Cold War Abroad and at Home*
- Reading: Chapter 25
- Discussion X
- Quiz X

April 4-10  
*Module XI - The Fifties*
- Reading: Chapter 26
- Discussion XI
- Quiz XI

April 11-17  
*Module XII- Civil Rights Movement*
- Readings: Chapters 26 & 27
- Discussion XII
- Quiz XII
April 18-24  
*Module XIII – The Sixties*
- Reading: Chapter 27
- Discussion XIII
- Quiz XIII

April 25-May 1  
*Module XIV – The Vietnam War*
- Reading: Chapter 28
- Discussion XIV
- Quiz XIV

May 2-8  
*Module XV – The 1970s and Beyond*
- Readings: Chapters 28 & 29
- Discussion XV
- Quiz XV

May 9  
Biography Paper Due by 6:00 p.m.

**Historical Biography Paper**

Each student will write a five page research paper on a man or woman who impacted the course of US History during this time period. Students will be asked to look at “non-traditional” historical figures. In other Presidents and famous generals are off limits. Instead, I want you to look at how an individual can impact history significantly without being a political or military leader.

**Each paper will include the following:**

1.) Identification and (credited) images of the individual.
2.) Description of the individual’s contributions to history.
3.) Analysis of the individual’s impact on history.
4.) Quotations by the individual or one of his/her contemporaries.
5.) A Works Cited page that clearly identifies primary and secondary sources used.
   - 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 Governmental 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 paper is worth a maximum of 100 points to be earned as follows:

- Analysis and description of the historical figure’s importance to history – 50 points
- Proper citation/use of sources (including required quotations)- 30 points
- Works Cited Page – 10 points
- Presentation (neatness, grammar, etc ) – 10 points

Appropriate Men/Women for the Biography Paper:

*(note: you can chose another individual with instructor approval)*

Andrew Carnegie
Booker T. Washington
Elizabeth Cady Stanton
Susan B. Anthony
Ida B. Wells
Thomas Edison
Frances Willard
Jane Addams
Jacob Riis
Upton Sinclair
George Washington Carver
Louis Brandeis
Margaret Sanger
Henry Ford
William Jennings Bryan
Eleanor Roosevelt
Frances Perkins
John Steinbeck
James Byrnes
George Kennan
Walt Disney
Thurgood Marshall
Rosa Parks
Earl Warren
Betty Friedan
Cesar Chavez
Shirley Chisholm