

American History 1877-Present – BSU History 202 Course

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Tuesday 10:30-1:00 & 2:00-3:30

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OFFICE HOURS AND CONTACTING ME

You can stop by my office anytime to see me. You do not need an appointment. My office is in Wagoner in the hall between the nurses' office and the tunnel. I will almost always be there during my office hours listed above, and you may find me there at other times as well. If you can't come during my office hours, we can set an appointment for another time or meet by Zoom.

Outside of my office hours, please feel free to email me (jsmarsh@bsu.edu) at any time. Of course, if it is in the evening, you may not get an answer until the next day. If the matter is of some urgency and I don't answer my email, you may call me on my Google phone (765 287-5347), preferably before 9pm. If you are fretting over an assignment, or confused about something, it's fine to call. I'd hate to have you worrying needlessly. If you are sick and will be missing the next day, you do **not** need to call. Email is fine. You will be given ample time to makeup missed work. Those policies are explained later in the syllabus.

If at any time you have questions, comments, problems, or suggestions please talk to me. If you are having difficulty in the course, *don't wait*. There are things we can discuss to help you. Most students will find themselves struggling occasionally in some classes, and it's not a weakness to ask for help. On the contrary, it shows wisdom and determination.

You don't need to be having a problem to come see me in my office. I encourage you stop in to simply chat. In fact, if you come sit and talk with me at my office at least once during January or February, I'll give you 1 extra credit point. That's a onetime offer, not a point for every visit.

DUAL CREDIT

As you probably know, dual credit means that you can sign up to receive college credits for this course through Ball State. The grade you receive in here will go on your Ball State transcript. The credits will be transferable to most universities.

If you want dual credit, you must sign up for it. You do not automatically get it just by being in the class. When you sign up, you pay a relatively small fee to Ball State. (It is far less than the regular cost for the credits.) All in all, it is a great way to get a head start on your college career. I encourage you to seriously consider the dual credit option. Please contact your advisor or the Guidance Office immediately if you want more information or to sign up.

COURSE DESCRIPTION

This course surveys the American historical experience since 1877. Students will examine key events, ideas, personalities and movements since the end of Reconstruction.

REQUIRED TEXTS

America, 8th Edition, Tindall

Great Issues in American History, Volume 3, Hofstadter
(This book has a pic of JFK on the front, NOT Franklin or Lincoln)

There will also be a number of assignments from short articles, documents, and discussion questions which will be handed out in class and/or made available electronically. They are noted on the schedule as "Canvas."

It is your responsibility to see that you have both required books, and they are the correct volume numbers.

It is not necessary for you to bring both books to every class. **However, you are required to bring to class any book and/or any article which was assigned for that day.** We usually use the text of the readings in our discussions, so you must have a copy to which you can refer. If you received the reading in electronic form (by e-mail or on Canvas), then you must either bring your computer, or print out the reading and bring it. **Not having your book or readings in class will negatively impact your class participation grade.**

As the course progresses, it may be necessary to modify some assignments. I will give you notice of a week or more on changes to exams or major assignments. I will generally give you notice of several days or more if I change a reading assignment. However, circumstances occasionally require minor last minute changes or additions. I will e-mail to you any such changes no later than 6:00pm on the day before class. **So, you are responsible for checking your e-mail after 6:00pm on the night before class.**

SCHEDULE – First 3 weeks. Assignments are to be completed BEFORE class on the day listed.

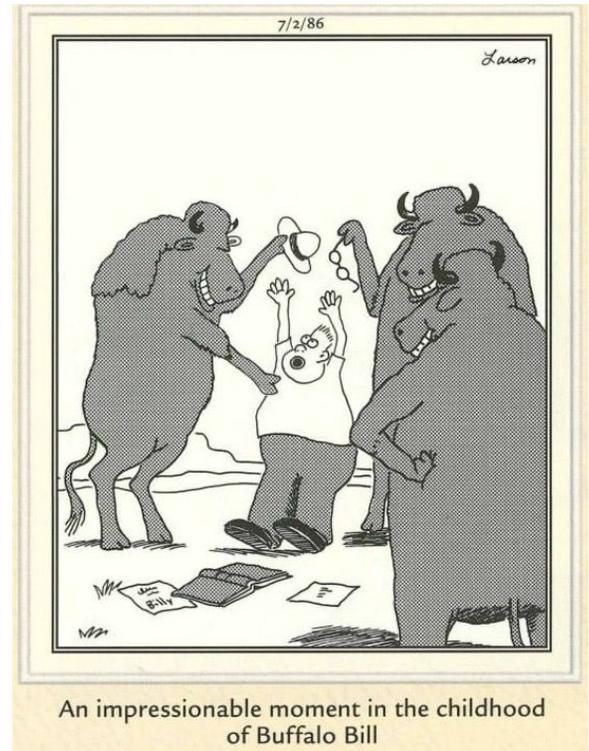
When you see this, "**DISC QUES**" listed next to an assignment in the schedule, **it means there are discussion questions due on that reading.** The questions are either in the assignment schedule, or included at the top of the reading assignment itself. See below for a full explanation of discussion question assignments and their requirements.

Note: Sometimes a reading will have "(for reference)" after it in the schedule. That means that it is not required, but is there for your use to provide additional context for the topics. I would recommend that you at least scan the headings and get a quick idea of the material included.

Abbreviation in schedule

"Textbook"

"GI"



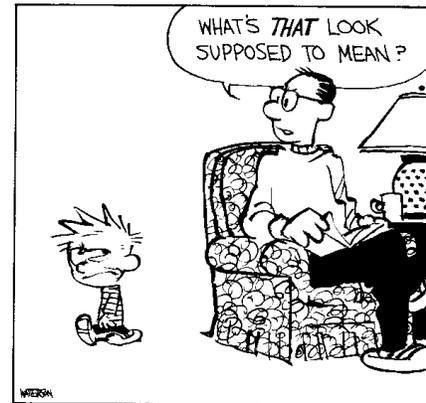
		Topics	Readings
M	Jan 3	Introduction	Syllabus
W	Jan 5	Western Frontier	2 CANVAS assignments: "Reading on Turner's Frontier Theory" "Discussion Questions on Turner's Frontier Theory" - Prep answers to the questions for class discussion, but since it is the first week I will not be collecting them.
F	Jan 7	Industrial & Urban Growth Farming Labor	TEXTBOOK: Chapt 20 plus pages 663-671 & 629-637
M	Jan 10	Immigration	TEXTBOOK: 625-629 CANVAS: DISC QUES "Immigration Selections and Discussion Questions"
W	Jan 12	Dawn of 20 th Century Progressivism	TEXTBOOK: 714-720 GI: 245-248 "Honest Graft" CANVAS: "Excerpts from <i>The Jungle</i> "
F	Jan 14	Progressivism Discussion	GI: 272-275 "The Old Order Changeth" GI: 275-284 "Experiments in Government"; "TR Acceptance Speech" DISC QUES Explain what you see as the fundamental differences between the way Elihu Root and Teddy Roosevelt see the role of government in American society.
W	Jan 19	Finish Progressivism Income Tax	CANVAS: "How We Got the Income Tax" CANVAS: "Bar Stool Economics"
F	Jan 21	Imperialism	GI: 179-183 "Our Blundering Foreign-Policy"; 194-196 Platform of the American Anti-Imperialist League" TEXTBOOK: Chapt 23 (for reference)
M	Jan 24	EXAM I	

TENTATIVE EXAM DATES

Jan 24	Exam 1
Mid-Feb	Exam 2
Mid-March	Exam 3
Mid-April	Exam 4
May 9-13	Final Exam period



WE'LL GET RIGHT BACK TO MORE HITS FROM THOSE HIGH SCHOOL DAYS WHEN YOUR WORLD STOPPED... BUT FIRST, HERE'S OUR CRITIC TO REVIEW THE LATEST MOVIE BASED ON A '60s OR '70s TV SHOW!



CLASS POLICIES

INDIANA ACADEMY ABSENCE POLICIES

"It is the policy of the Indiana Academy that any absence from class is unexcused, except for illness, death in the family, college or school-related activities, and extenuating circumstances. When a student is absent from a class, the instructor reports the student absence to the Faculty Attendance Coordinator in the Office of Academic Affairs. Unless the absence is excused by a school official, it is considered unexcused. The decision as to whether an absence is excused is not determined by the instructor. Four (4) or more unexcused absences will lead to academic and residential consequences beyond the scope of this class determined by the Office of Academic Affairs (i.e., residential groundings, parent/principal conference, and/or detention)."

ATTENDANCE AND TARDIES: The policies in the Student Handbook regarding attendance and tardies will be followed. Students are expected to attend, and be on time, for every class. If you are not in the classroom by the official starting time, you will be marked tardy. If you arrive more than 15 minutes late, you will be marked absent, however you will still be able to turn in assignments, per late policy listed below, and participate in the educational activities of the day, so it is definitely in your best interest to attend. You must notify me in advance in the case of pre-arranged absences. Also, please notify me if you have a prior class on campus that will make you periodically a minute or two late for class.

MAKEUP WORK FOR EXCUSED ABSENCES: Exams, quizzes, discussion questions and other assignments missed must be **made up within 1 week from the date of your return**, unless other arrangements are made with me in advance. Additional time can be granted for

extended illnesses or other factors. Do not wait for me to contact you regarding a makeup. **It is your responsibility to contact me to schedule a makeup exam.** Likewise, for homework and class material, it is your responsibility to find out what you missed and how to make it up.

CONSEQUENCES FOR **UNEXCUSED** ABSENCES: You will be given an opportunity to take an exam you missed due to an unexcused absence, but there will be a 1-letter-grade penalty on that exam score. That exam must be made up before I hand them back in class. After that, a zero will be entered for the exam score. **If you do not take an exam due to an unexcused absence, that score of zero is NOT eligible to be dropped as your lowest exam.** It will count, and will have a significant negative impact on your final grade.

Discussion question assignments missed due to unexcused absences will not be accepted later. They will go in the gradebook as a zero. As noted below, your lowest discussion question score will be dropped.

Unexcused absences will also negatively impact your Class Participation grade. You are allowed one unexcused absence without penalty to your Class Participation grade. 3 points will be deducted from your Class Participation grade for your second unexcused absence. 5 points will be deducted for every unexcused absence after that.

Please be aware that Academy policy allows a faculty member to report a student as having an unexcused absence for sleeping in class or improper computer use in class.

ACADEMIC DISHONESTY: Academic dishonesty (cheating) will not be tolerated. Some examples of academic dishonesty include, but are not limited to: copying or facilitating copying during exams, turning in written assignments with the same language as others, and copying from internet or print sources without proper citation. **Cases of academic dishonesty will be dealt with according to the policies in the Student Handbook.** If you have any questions on what constitutes academic dishonesty, I strongly encourage you to consult the Student Handbook, or discuss it with me.

LAPTOPS: You may use your laptop to take notes. You are required to bring them to class on days when there is a reading assignment that was given out in electronic format (i.e. e-mailed to you or posted on Canvas). Otherwise, you are not required to bring them to class unless I tell you in advance. **Surfing the web, e-mailing, Instagram or any other activities are strictly forbidden during class.** Using your laptop for anything other

than educational purposes connected to the class will result in an unexcused absence for that class period, plus 5 points will automatically be subtracted from your



participation grade. A second infraction will result in another unexcused absence, 5 more lost points, and you will be banned from bringing your laptop to class. I reserve the right to check your screen and currently running programs at any time during the class. Use of your laptop in class is a privilege, not a right.

CLASS ATMOSPHERE: Feel free to ask questions during the lectures, but always raise your hand and be recognized. Sometimes, if I am in the middle of making a point, I may signal that I have seen you, and will go ahead and complete my point before getting to your question. During class discussions as well, please raise your hand before speaking. Just as in the professional world, an atmosphere of mutual respect and appropriate behavior will be expected at all times. That includes listening to your fellow students as respectfully as you would to me. In addition, **it is important to remember that topics we explore during class discussions will be on the exams as well.** So don't relax your concentration on the material, or note-taking just because I'm not lecturing.

Democracy is by definition, conversation. Ideas, perspectives and information are exchanged in the political decision-making process. Consequently, the right to freedom of speech, and the ability to have civil discourse in the public sphere are essential to a functioning democratic system. Anyone paying attention in recent years has noticed that our body politic has become increasingly polarized, and reasoned debate has often been supplanted by bitter personal attacks. Impugning the character and motives of someone is a way to marginalize and silence them. Many attempt to delegitimize their opponents with labels, so that they do not have to debate the substance of their ideas or policy suggestions.

This class is not a current events debate club. Our focus is not on arguing personal political views, and no one will ever be put on the spot for their personal opinions. However, we will be analyzing and discussing historical issues, events, ideas and policies, and connecting them, where applicable, to current issues. Historical information and analysis are vital to the educated citizen in making informed decisions in our system of self-government.

So despite what is going on in the broader political sphere, in this classroom we will be practicing respectful and productive civil discourse. Politely disagreeing with the substance of ideas, and offering reasoned alternatives is always permissible, and is in fact healthy in a democratic system. But attacking another's character or motivations for their views, or referencing their personal characteristics or appearance, will not be allowed. This policy includes any online discussions we may have as part of this class. It also extends outside the classroom as well. Making derogatory comments about another student based on their expressed or assumed views as a result of a class discussion will not be tolerated. Should any such behavior potentially be in violation of Academy policies, such as those regarding bullying, Academy disciplinary procedures will be followed.

So our class will be a model of civil discourse, and who knows, maybe our civility will rub off on others in our society.

HISTORY DEPARTMENT CONTENT WARNING STATEMENT

“As with many history classes, the lectures, readings, and discussions will include a range of topics that may be triggering, emotionally distressing, and difficult for some students. Engaging with topics such as slavery and human suffering is essential to this discipline. History seeks to understand the experiences and thought processes of former generations, whether for good or ill. Sometimes the language and word choices used by people in the past may be insensitive or politically incorrect today. Nevertheless, the goal of history is to understand the past within its own context and time. If a reading, image shown in class, or discussion is truly troubling to anyone, please do not hesitate to talk to your instructor. In some circumstances, an alternative reading can be assigned.”

BALL STATE UNIVERSITY DIVERSITY POLICY

“Ball State University aspires to be a university that attracts and retains a diverse faculty, staff, and student body. We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse as expressed in our [Beneficence Pledge](#) and through university resources found [here](#).”

MY ADDITIONAL COMMENTS. I am personally committed to doing everything I can to see that every student has the best possible experience in my course. So if I make a mistake on a name or a pronoun, please correct me. If there is something that is said in class, by me or another student, which bothers you or gives you concern, please talk to me. In our course, as in society at large, we can best address our problems and concerns with open communication.

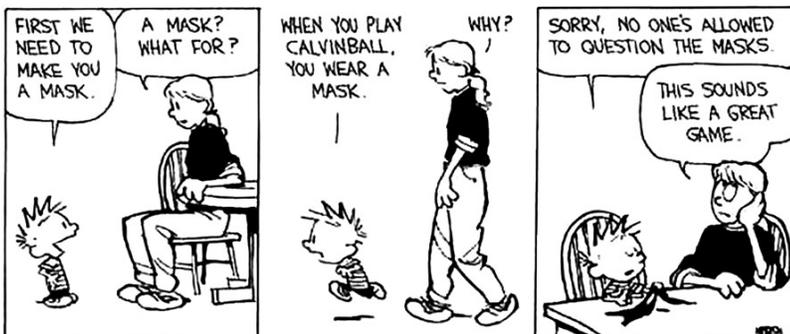
INDIANA ACADEMY MASK POLICY

“The Indiana Academy will follow [Ball State University’s mask policy](#) (see Section IV). Based on current CDC guidance recommending the wearing of face masks for all people—regardless of vaccination status—in public indoor settings in communities where the rate of coronavirus transmission is high or substantial, all employees, students, and campus visitors are required to wear a mask while inside any University building. This requirement is effective on August 9, 2021. Fully vaccinated people are not required to wear masks outdoors.

Individuals who are not fully vaccinated for COVID-19 are required to wear face masks while inside campus buildings and outside when physical distancing cannot be maintained.

If a student declines to wear a face mask as required, the student will be referred to the Director of Academic Affairs or the Director of Residential Affairs. If the situation occurs in a classroom or other academic setting, it is considered a classroom management issue, and the teacher will

remind the student of the requirement and give the student a chance to comply with it prior to referring the matter to the Director of Academic Affairs or the Director of Residential Affairs. Wearing masks is crucial to preventing the spread of COVID-19 to others.”



GRADING

Grading in the course will be based on the following:

Online Discussions	50 points (approximately)
Discussion Questions	50 points (approximately)
Class participation Q1	50 points
Class participation Q2	50 points
Exam 1	50 points
Exam 2	50 points
Exam 3	50 points
Exam 4	50 points
Final Comprehensive Exam	100 points

Final grades will be assigned according to the following scale:

A = 92-100%	B+ = 88-89%	B- = 80-81%	C = 72-77%	D* = <70%
A- = 90-91%	B = 82-87%	C+ = 78-79%	C- = 70-71%	

EXAMS & QUIZZES

The exams will be composed of both objective and short answer/short essay questions. Exams 1-4 will be over the current material. The Final Exam will be comprehensive with questions drawn from Exams 1-4. So keep the exams to study for the Final. I will provide some sample objective questions prior to the first exam. I will also give you the possible short essay questions prior to Exams 1-4.

Exams 1-4 are worth 50 points each. I will drop your lowest of those 4 exams, as long as that helps your final course grade. This way, if you had particular trouble on one exam, it won't negatively impact your final grade. Occasionally, a student performs extremely well on all the exams in comparison to other grades in the course, and dropping the lowest exam would actually lower their grade. In that case, the exam is not dropped. The Final Exam is not dropped, except in the rare case of substantial extenuating circumstances, such as an extended illness. As listed above, if you get a zero on an exam due to an unexcused absence and the failure to make it up, that exam score is not eligible to be dropped.

I reserve the right to give pop quizzes at any time, for any reason. There will be no make ups for pop quizzes. If you have an excused absence, that quiz will not be used in calculating your grade. If you have an unexcused absence, you will receive a zero for the quiz.

CLASS PARTICIPATION

Learning is an active process, and the more you are engaged, the more you will get out of this course. I reserve 100 points during the semester for a participation grade. The participation grade is based on my assessment of your performance in the following areas:

- Attentiveness during lectures
- Studying assignments prior to class, taking notes on readings, answering discussion questions and bringing the necessary readings to class
- Participation in class discussions, simulations, and activities
- Participation and effort in group projects
- Adherence to the standards of classroom conduct

Remember, improper use of your laptop during class will cost you 5 points for each infraction. To put that in perspective, losing 5 points is equivalent to dropping an entire letter grade on one of the 50 point exams. Don't risk it.

I will post 50 points of your participation grade at the end of the first quarter, and the other 50 points at the end of the semester. If you have any questions regarding your standing in that category, at any point during the semester, please talk to me.

DISCUSSION QUESTIONS (DISC QUES)

In this class, you will be doing much of the work of the historian. That is, instead of reading textbooks that have all the material boiled down for you, you will be working with the same kinds of primary source documents that historians study. **Primary sources** are created during, or near, the time period being studied and include things such as letters, bills, legal acts, diaries, speeches, interviews, business transactions, and proclamations, as well as artifacts other than documents. They are the "original," first-hand sources of history that are studied and used to create secondary sources, such as textbooks. One of the readings for the second day of class will explain primary sources further.

Discussion Question Requirements Summary:

- Must be typed, double-spaced and printed out. Hand-written will not be accepted
- Must be in sentence and paragraph form
- See full section for complete instructions

A central feature of this class will be our study, analysis, and discussion of these primary sources as we seek to understand the key historical issues. **Therefore, it is absolutely essential that you prepare for every class by reading and studying the assignments for that day.** If students have not read the material, then we cannot have productive discussions.

To that end, we will have discussion questions assigned for most primary source readings, as well as a few secondary source readings. Details and requirements of discussion questions are as follows:



- They will normally be worth a total of **4 points** for each class for which they are assigned. Overall, they will total around 50 points for the semester. That is as much as an exam.
- **They must be typed, double-spaced and printed out. Hand-written will not be accepted.** They will be collected during class. **I will not accept hand-written or emailed assignments. Problems with printers or computers are NOT an excuse.** As you are well aware, printers can malfunction, so don't want until 5 minutes before class to print your paper. Also, if you run back to get your paper, and are consequently late for class, you will be counted tardy.
- **Your answers must be in sentence and**

paragraph form. No sentence fragments or entirely bullet listed entries. (You may occasionally include a bullet list within the writing if it seems to be a good way to convey particular information.) Be sure to use proper grammar and spelling. In other words, I want you to practice good, clear academic writing. That will be part of the criteria I use in grading the discussion questions.

- Since you are writing about your thoughts and analysis of the readings, **you can use “I,” as in, “I think such and such.”** In fact, you will probably use that perspective often.
- **Back up your points with specific examples from the readings.** That is a key part of your grade. Giving your opinions is good, but you need to support them.
- Put your **name, the date assigned and the title of the reading(s)** at the top of your paper. If you have more than one page, staple them together.
- **The total length of all your answers for a given day should be around 2-4 paragraphs,** depending on how long and how detailed the reading(s) are, and how many discussion questions there are. Some questions can be answered in a sentence or two. Others will require longer answers.
- **I will designate all readings that require discussion questions with “DISC QUES”** in the assignment schedule. Sometimes I will list the questions right there in the schedule. Other times the questions will be listed at the start of the reading. Any readings that do not have the DISC QUES designation do not require discussion questions. Usually only about half of the readings will have discussion questions. That does not mean that the other readings are not important. They are important to your overall understanding of the topics, and I will expect you to have read them before class as well.
- Normally, **I will collect them at the end of the period** so that you can have them in front of you during class discussion.
- The discussion questions themselves will either be in the reading or included in the assignment schedule.

There are multiple purposes for the discussion questions. One is to help you focus your thoughts on what you have read so that you are ready to discuss the material. The idea is that you are not just scanning the material, but thinking about it and analyzing it. The readings are usually fairly short, so you should have ample time to digest them. Obviously, along with that, the discussion questions let me know that you have done the reading for each class.

A second purpose is to provide you with notes on the readings which you can use for studying for the exam. Reviewing the discussion questions and your class notes on the associated discussion should prepare you well for questions on the exam regarding the readings.

A third purpose is to help boost your grade. The discussion questions are a matter of effort. Anyone can earn all the points possible by simply putting in the time and thought. So if you don't perform as high as you'd like on the exams, the discussion questions can bring your grade up.

Keep in mind, this is not busy-work regurgitation. I do not want just some generalized summary of what was said in the reading. I know what is in the reading. **I am looking for evidence that you have thought about and analyzed the concepts in the reading(s).** Also, this is not math class where there is only one set of “right” answers. Students may end up focusing on different aspects of a reading, so their comments may be very different from one another. As long as their underlying facts are correct, and they demonstrate sound thinking and analysis, those different sounding answers can all earn full credit.

On some days, or on some readings, I will not ask specific questions. The onus will be on you to determine the main ideas of the reading(s). I will list those readings in the schedule as **“Your Own Analysis.”** On those occasions, here are some basic questions you can keep in mind which you may want to answer:

- Who wrote this and what was their purpose?
- What are their biases?
- **What is/are the central idea(s) or main point(s)?**
- What else can you learn from it?
- What connections can you make to what we have studied so far?
- What is your reaction or opinion about it?
- What questions do you have about it?

The above questions are just a general framework, but you often do not need to say something on every one of them. Some will be too obvious or basic for a particular reading. For example, you don’t need to say “Lincoln’s Second Inaugural Address was written by Lincoln to give at his second inauguration.” Also, some of the questions may not be relevant to a particular reading.

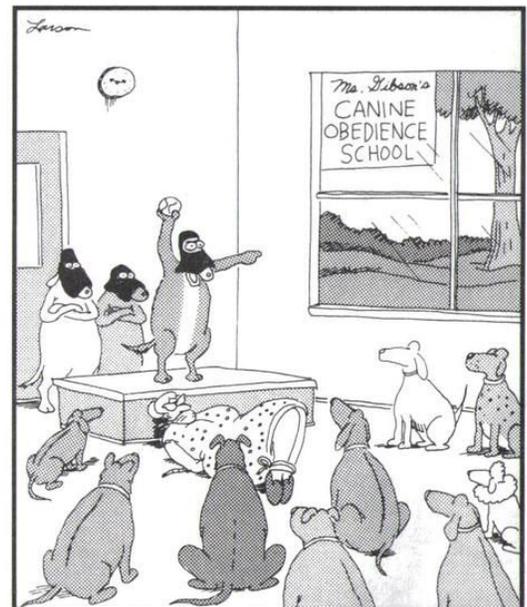
So although you will likely address at least some of the above questions (particularly the one in bold), I do not want simply a brief listing of answers to all those questions. I am more interested in your answers to a couple of them, into which you have clearly put some thought.

That brings us back to the central idea, which is that **the main thing I will be looking for in your answers is evidence that you read and thought about the assignments.** I can clearly tell the difference between someone who has read and analyzed the material, and someone who just scanned it for the answers, or perused the headings.

I suggest you read the discussion questions first to have them in mind. Then read the assignments and take a few notes on them. Then write up your answers/analysis.

My grading on Discussion Questions will be as follows:

- 4 points – on time, accurate, evidence of thought and analysis, specific examples, good academic writing quality
- 3 points – on time, generally acceptable but some weaknesses in accuracy,



“And I say we go outside and we play with this ball!”

- presentation, and/or analysis
- 2 points – on time, but poorly done; OR late but otherwise well done
- 1 point – late, generally acceptable but some weaknesses in accuracy, presentation and/or analysis

Again, like all the grades in this class, if you have any questions regarding your performance, please talk to me.

LATE POLICES FOR DISCUSSION QUESTIONS

You must turn in to me in a paper version, so keep in mind that problems with printers or computers are NOT an excuse. As you are well aware, printers can malfunction, so don't wait until 5 minutes before class to print your assignment. Also, if you run back to get your paper, and are consequently late for class, you will be counted tardy.

If you fail to turn in a discussion question in class on the day it is due, it will be considered late. That means putting them in my mailbox after class or later that day is considered late. **You will have one week to turn in late assignments for half credit.** After that, no credit will be given unless there are some extenuating circumstances which we have discussed.

I will give you 2 free passes for late discussion questions. They will give you one week after the due date to turn in a discussion question assignment for full credit. **You must put your name on the pass and staple the pass to your assignment.** Any assignments turned in without a pass, will receive the late penalty, regardless of whether or not you have used any of your passes yet.

ONLINE DISCUSSIONS

Occasionally we will have discussions online on Canvas instead of turning in paper discussion questions. The same basic concepts and requirements described above will apply, with the obvious exception of things that are for a paper assignment like double spacing, stapled, turned-in during class, etc. The instructions and deadlines will be clearly spelled out in the Canvas assignment. Some online discussion assignments will require you to respond to the posts of your fellow students. Please be sure to carefully read the assignment instructions regarding those requirements. Also, as noted above, the policies regarding polite and civil discourse apply to online discussions just the same as they would to classroom discussions.

SAMPLE DISCUSSION QUESTION ANSWERS

Here are some sample student answers from a reading I have used in the fall American History 1492-1876 class in the past. It is a primary source document which includes instructions from the directors of the Virginia Company to the leaders of the party they have sent to start Jamestown colony in the New World.

Sample 1

This document was written in 1606 and gives instructions from the Virginia Company to its settlers in Jamestown, which was the first successful English colony in America. It gives a lot

of detail on a wide range of issues. For example, it gives extensive instructions on how to select a site for the colony such as how to choose a river, how far up it to sail, and where to locate the fort. It sounded like they thought the fort was most needed for protecting against the Spanish and the French.

The instructions get oddly specific in some places. When talking about how the colonists should look for minerals, they say, "When they do espie any high lands or hills, Captain Gosnold may take twenty of the company to cross over the lands, and carrying half a dozen pickaxes to try if they can find any minerals." How company officials sitting in offices across the Atlantic Ocean should know exactly how many men and pickaxes should be used in a hypothetical situation seems very strange to me.

I was also surprised about how the instructions mentioned more than once that the settlers should "have great care not to offend the naturals," and to treat them with kindness. We were generally taught that the English colonists didn't care about the Native Americans. It also said the settlers should choose land which was not already inhabited by the natives. I can see a potential problem with those instructions though, because there may be a reason why land is uninhabited by the natives. Perhaps it is swampy or has bad water.

Sample 2

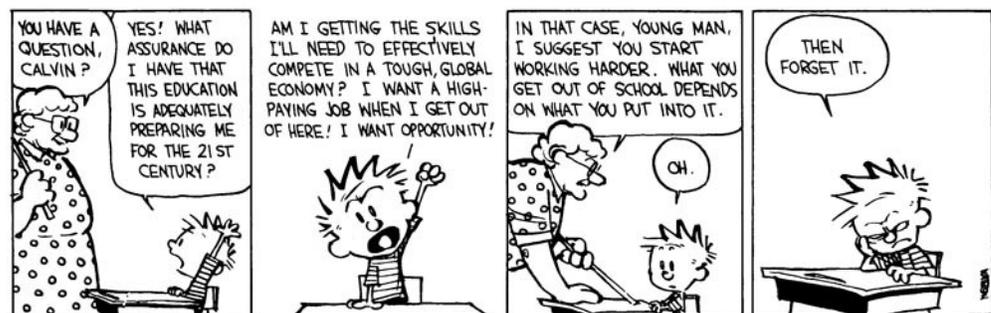
These were a bunch of instructions on how to start a clonoy. They told the men to look for gold, and also to sail up the rivers to look for India. This was when America was just getting started. Captain newport is in charge so he is mentioned several times. Other things they said was to not plant in certain kinds of places. they also said they should not let the natives know if there people got sick and died. I thought the reading was very interesting. It just goes to show how hard it is to start a colony.

Analysis

Which student do you think put some time into studying the reading and thinking about it? Which student do you think will be better prepared to participate in the class discussion, or to answer questions about the reading on an exam? It's not too tough to tell, is it?

Look at sample two. The writing is vague and, in some places, lacks specific examples from the text. It is also rambling, disorganized, too brief and all in one paragraph. There are misspellings, problems with verb tense, capitalization and word choice. It is also just listing things from the text, but not really analyzing them. It scored a 2 out of 4.

Contrast that with sample one. It is well written and the points the student makes are backed by examples, and sometimes quotations from the text. Remember the



main thing I said I wanted to see was evidence that the student had thought about what they read. This student had observations on the Spanish and French being the biggest danger, how specific the instructions were, the points made about indigenous peoples, and a potential problem they saw in the instruction about choosing land. This scored a 4 out of 4.

TIPS ON DOING WELL IN THE COURSE

TAKING NOTES

This course has a certain amount of lecture, and I will do my best to present the information in an organized and interesting manner. Concentration and good note-taking, during lectures as well as discussions, are essential for success in this course. Please talk to me if you are having any trouble taking notes. Here are a few basic tips on notes:

- Focus on the main points. You can't possibly write down every word I say, but you can write down phrases, names, examples, concepts, and basic elements of a story.
- Be sure to write down any lists, summations, and conclusions I make, as well as anything I repeat.
- If you didn't hear or understand something, you may raise your hand and ask me. Otherwise, skip it and talk to me or a fellow student after class. Do NOT ask your neighbor during lecture as you will miss the current comments and fall farther behind. In addition, it will distract those around you.
- Read your notes as soon as you can after class, and make additions, corrections, or organizational changes while the lecture is still fresh in your mind. If you wait until the night before the exam to read them, some points will seem unclear and any gaps will be harder to fill in.
- Read the assigned sections in the text before class. Even if you don't fully grasp it all the first time through, it will provide helpful context for the lecture.
- You may record the lectures if you wish. (Just give me all the royalties if you sell them on e-bay.)
- Make sure your note-taking system is organized. If you have to hunt all over your computer to match up notes from 2 successive days of class, then you need a better system.
- Remember, paying close attention and taking good notes during lecture is the first big step in studying for the exams.

EXAM PREPARATION

NOTES: Your notes are your best source of information for the exams. I am most likely to ask questions in a way that matches the description I gave in class. Study them thoroughly.

READINGS: The readings contain many of the essential concepts we will be studying in class. As mentioned above, you will be able to follow the lectures more easily if you have read the assignments ahead of time.

Be careful not to let the amount of information in the text overwhelm you. In the first place, when studying the text, continually try to focus in on the key ideas. Ask yourself what are the

main points, trends, events, ideas, etc. that the authors are trying to get across to you in each section. Second, use your study guides as described below.

STUDY GUIDES: The study guides list the specific names and terms which you will need to know for each exam. Most of the study terms will be covered in lecture. There may be a few that are not covered in lecture, and it is your responsibility to get their definitions from the textbook. Use the index if necessary.

Regarding the textbook, any names or terms that are neither covered in lecture nor listed on the study terms will not be on the exams. For example, if the textbook talks about a congressional representative from the Miami Beach area named Sandy Cheeks, but she's not on the study terms, and I don't mention her in lecture, then she will not be on an exam.

The terms on the study guides will sometimes coincide with the order they are discussed in lecture. However, the guides are not lecture outlines, and I strongly recommend that you take notes on separate paper, and do not try to follow along on the study guides during class. After class, you should use information from your notes to define the names and terms on the study guides.

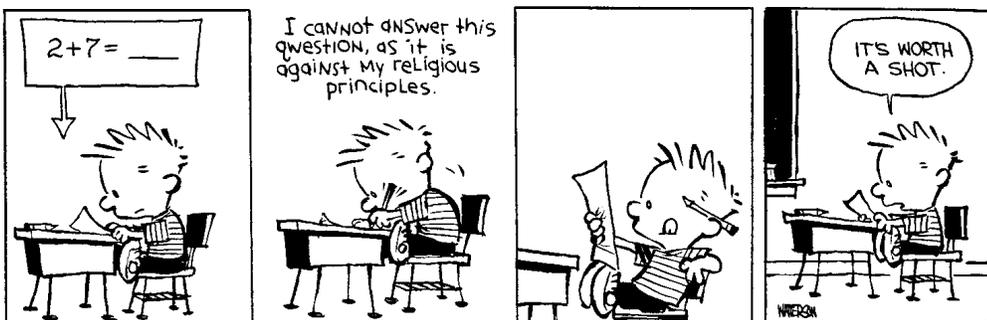
It is very important to keep in mind that the study guides address specific names and terms. They do NOT contain all the concepts and information covered in lecture. In other words, the study guides are to supplement your notes; they are not a substitute for them.

ESSAY QUESTIONS: You will usually get some choice of essay questions on the exam. They will be over the major topics (something we spent at least a day in class studying).

CHRONOLOGY & DATES: You will be required to know the basic chronological order of the major topics. For example, you'll need to know that the Stockmarket crash came prior to the New Deal. As for specific dates, before each exam, I will give you a list of 5 or so significant dates which you must memorize. Those are the only dates which you will have to list on the exam.

PUT YOURSELF IN A TEST SITUATION: Some students just read over the notes, terms, and dates a few times, and after they think they've put in enough time, they quit. Then when faced with having to recall information on the exam, they "draw a blank." To perform your best, you really need to spend at least some of your study time making yourself recall the material. For example, cover up the definitions of the study terms, make flash cards, or have

a friend quiz you. If you have practiced putting yourself in a test situation, then during the exam, you will find yourself more able to recall the required information.



SEEK HELP IF YOU NEED IT: It will be most productive if you study the material first, and then if you generate any questions, or want to see if you are on the right track with your essay answers, please contact me or see me. I'm happy to help you. You may also find it helpful to review material with other students. I have 3 sections of this class, so there will be around 50 total students preparing for the same exam.

You can skip the final section below if you want. It is a boilerplate description for all BSU History 202 courses.

BSU COURSE OVERVIEW

Course Objectives

This course uses a variety of in-class activities, modified lectures, primary source and textbook readings, and writing exercises, in order to meet the following course-specific learning objectives.

Knowledge Objectives: Students will be able to:

- **identify** and **recognize** the basic events, issues, ideas, and patterns necessary to the study of American history since 1877.
- **recognize** some of the key interpretations connected with modern American history.

Skill Objectives: Students will be able to:

- **identify** methods historians use to gather historical evidence.
- **apply** these methods to **evaluate** historical evidence and use them to support persuasive arguments.
- **explain** specific historical issues from a variety of perspectives.
- **apply** historical understanding to contemporary issues and events
- **explain** their own ideas and interpretations of modern American history in organized, logical, persuasive fashion, both orally and in written form

Course Rationale

American History 1877 to the Present educates students so that they are historically literate. To achieve this goal, it will combine an emphasis on student acquisition of historical knowledge and an understanding of historical thinking and methodology.

This course helps students situate contrasting perspectives upon human experiences within the development of a particular nation and then recognize how discovery of change and continuity over time shapes and gives meaning to that information. The course helps students explain:

- historical methodology—how historians use primary and secondary sources to establish historical facts and interpretations of historical events
- the difference between a primary and secondary source
- historical thinking—how theories and context influence the ways historians think about historical episodes and construct their interpretations
- the existence and interaction of the different fields of history—political, diplomatic, economic, social, and cultural history

- the different approaches taken by historians as they reflect upon the experiences of the past

Thus they will:

- critically evaluate a wide array of primary source documents relevant to a particular historical event or development
- analyze particular historical events and developments from multiple perspectives and identify factors that shaped those perspectives
- identify trends in history

Course Content Outline - Major Topics

- After Reconstruction: The New South and Racial Issues
- Modern Society: Industrialization, Urbanization, Immigration
- Late Nineteenth-Century American Politics and the Populist Response
- The Response to Industrialism: Progressive Reform
- America and the World: Imperialism and World War I
- Cultural and Social Conflict in the 1920s
- Responding to Economic Crisis: The Great Depression and the New Deal
- The U.S. as World Power: World War II
- The Homefront: The Social and Cultural Impact of World War II
- Conformity and Conflict during the Cold War: the 1950s
- The Civil Rights Movement
- A Polarized Nation: America during the Vietnam Era
- America in Decline?: The 1970s
- The Conservative Rebellion
- 9-11 and Contemporary America