

American History 1877-Present – BSU History 202 Course

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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 (jmarsh@bsu.edu) at any time. Of course, if it is in the evening, you may not get an answer until the next day.



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, but not the grade, 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.) Overall, 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 watch for emails from the Guidance Office and your advisor for information on how 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)

Abbreviation in schedule

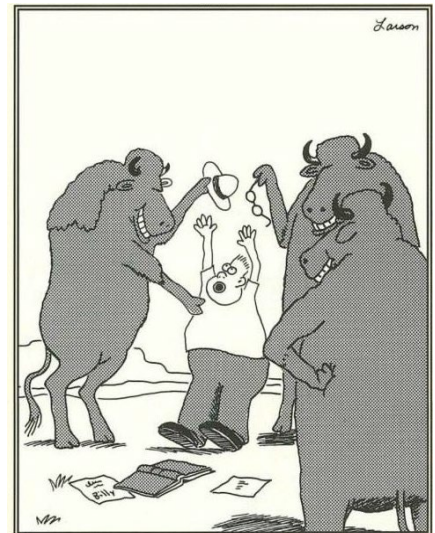
"Textbook"

"GI"

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.**



An impressionable moment in the childhood of Buffalo Bill

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 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 4 weeks. **Assignments are to be completed BEFORE class on the day listed.**

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.

		Topics	Readings
M	Jan 6	Introduction	Syllabus
W	Jan 8	Western Frontier	CANVAS: “Reading on Turner’s Frontier Theory” CANVAS: DISC QUES “Turner’s Frontier Theory - Discussion Questions” Be prepared to discuss your answers in class
F	Jan 10	Industrial & Urban Growth Farming, Labor	TEXTBOOK: Chapt 20 plus pages 663-671 & 629-637 DISC QUES Based on these readings, what would you say were the 5 biggest changes in the lives of ordinary Americans during this period?

M	Jan 13	Continue Industrial & Urban Growth, Farming, Labor	No new assignment. Review previous day's readings
W	Jan 15	Immigration	TEXTBOOK: 625-629 CANVAS: DISC QUES "Immigration Selections and Discussion Questions" Be prepared to discuss your answers in class.
F	Jan 17	Dawn of 20 th Century Progressivism	TEXTBOOK: 714-720 GI: 245-248 "Honest Graft" DISC QUES What do you think of the author's "honest graft?" Is it ok in your opinion? CANVAS: "Excerpts from <i>The Jungle</i> " DISC QUES Hungry?
W	Jan 22	Progressivism Discussion	GI: 272-275 "The Old Order Changeth" GI: 275-284 "Experiments in Government"; "TR Acceptance Speech" DISC QUES In exactly 2 sentences, explain what you see as the <i>fundamental differences</i> between the way Elihu Root and Teddy Roosevelt see the role of government in American society. Bring your answer on paper and be prepared to have somebody else read it to class. So make it clear and easy to follow.
F	Jan 24	Finish Progressivism Income Tax	CANVAS: "How We Got the Income Tax"
M	Jan 27	Imperialism	GI: 179-183 "Our Blundering Foreign-Policy" GI: 194-196 "Platform of the American Anti-Imperialist League" DISC QUES One article is for, and the other is against the US pursuing imperialism and overseas territories. In no more than 2 sentences each, explain what you think are the 2 best arguments from each reading. Bring a copy on paper to hand in to me, and keep a copy for yourself to which you can refer in order to explain/expand your answer to class. DISC QUES Describe one thing that you think would have been different in the 20 th Century if American had not taken Hawaii as a territory.

TEXTBOOK: Chapt 23 (for reference)

W Jan 29 **EXAM 1**

F Jan 31 WWI For Reference (not required) TEXTBOOK: Chapt 25

TENTATIVE EXAM DATES

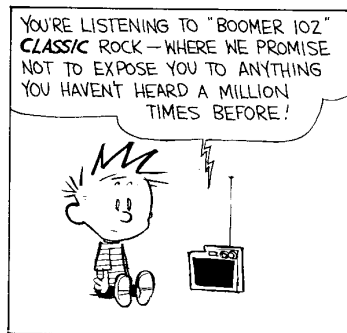
Jan 29	Exam 1
Mid-Feb	Exam 2
Mid-March	Exam 3
Mid-April	Exam 4
May 5-9	Final Exam period

CLASS POLICIES

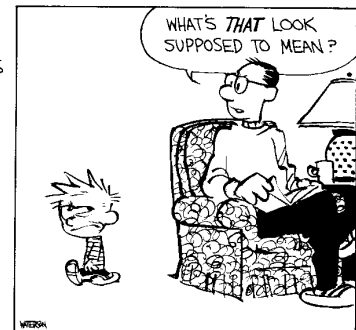
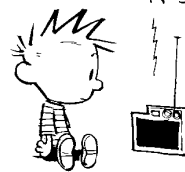
ATTENDANCE AND TARDIES: The policies in the Student Handbook regarding attendance and tardiness will be followed. Students are expected to attend, and be on time, for every class. If you are not in the classroom by the official starting time, you will be marked tardy. If you arrive more than 15 minutes 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, using Academy procedures, in the case of pre-arranged absences. Academy policy allows a faculty member to report a student as having an unexcused absence for sleeping in class or for improper use of their computer, tablet or phone during class.



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!



MAKEUP WORK FOR EXCUSED ABSENCES: Exams, quizzes, online discussions 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.

INDIANA ACADEMY **UNEXCUSED** ABSENCE POLICY

“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. Although all absences, both excused and unexcused, are tracked within the Office of Academic Affairs, professors of each class are free to use discretion with a student’s first three unexcused absences. Four or more unexcused absences in any particular class a student takes will lead to academic and residential consequences to be determined by the Office of Academic Affairs and the Office of Residential Life that may include detention, residential groundings, parent/principal conference, among others.”

CONSEQUENCES IN THIS CLASS FOR UNEXCUSED ABSENCES: There is no right to make up quizzes, discussion questions and other similar assignments as a result of an unexcused absence. However, you should still talk with me about how to not fall behind with the course material as a result of the unexcused absence. 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 (usually about a week). After that, a zero will be entered for the exam score.

Unexcused absences will also negatively impact your Class Participation grade. You are allowed 2 unexcused absences without penalty to your Class Participation grade. 3 points will be deducted from your Class Participation grade 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.

LATE POLICY

All assignments not turned in at the specified time in class or online are considered late. Late assignments can be turned in up to one week after the due date for a 50% penalty. After one week, late assignments will not be accepted. Extenuating circumstances may be considered, but you must communicate with me in a timely fashion.

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. In accordance with department policy, “assigned papers as determined by instructor will be submitted electronically to the teacher and/or Canvas for possible plagiarism scrutiny.” 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. Academic Integrity policies are found here in the online student handbook: <https://academy.bsu.edu/handbook/academic-integrity/>

HUMANITIES DIVISION STATEMENT ON AI

“The Humanities Division recognizes that artificial intelligence (AI) provides some exciting new tools for academic work. However, AI also poses significant dangers for academic integrity. Passing off as your own any research, words, or ideas which you did not create is plagiarism. That is always the case whether the source is print, internet content, or generated by AI. It is vital to read the policies your individual humanities instructors have regarding AI, and ask them any questions you may have about the use of AI in their course.”

USE OF AI IN THIS COURSE

You can use AI when you are out of the classroom. You can NOT use AI in the classroom unless I specifically say it is ok for a particular activity. Remember, I can look at your computer at any time while you are in class. **Use of AI in class, whether for a discussion, quiz or other activity will result in a charge of Academic dishonesty.** Don't even have the program up on your computer!

For example, if we are having a discussion in class where you are asked to analyze something, and you quickly ask an AI program to do that, and then you give that as *your analysis*, you are passing off some computer's thoughts as your own. That is cheating, and it will be enforced using the Academy's policies on academic dishonesty.

I strongly suggest that you do NOT use AI when prepping your answers to the discussion questions. It will significantly reduce the educational benefit to you as the idea is to continue to build your critical thinking skills. AI will be a very useful tool to you throughout your life, but don't let it do your thinking for you. That's a recipe for personal and societal decline. Furthermore, you'll have to explain these topics on the exams, so you'll need to be able to think through them before then anyway. Best to spread out your study of these topics and not try to cram them all in the night before the exam.



LAPTOPS: In class, you may use your laptop to take notes or to reference reading assignments. You are not required to bring laptops 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 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.

GRADING

Grading in the course will be based on the following:

Quizzes, Assignments & Online Discussions (5 pts each)	50 points (approximately)
Exam 1	50 points
Exam 2	50 points
Exam 3	50 points
Exam 4	50 points
Final Comprehensive Exam	100 points
Class participation Q1	50 points
Class participation Q2	50 points

Final grades will be assigned according to the following scale:

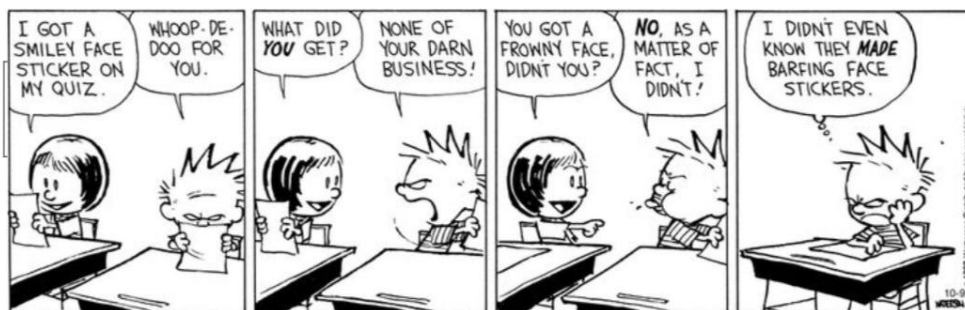
A = 92-100%	B+ = 88-89%	B- = 80-81%	C = 72-77%	D* = <70%
A- = 90-91%	B = 82-87%	C+ = 78-79%	C- = 70-71%	

EXAMS

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. It will be all

objective questions with no short answer/short essay questions

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 worth 100



points and it 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.

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
- Being ready to answer discussion questions when called on
- Raising your hand to voluntarily get in on the class discussions
- Attitude and effort when participating in simulations, small group discussions, group projects and other activities
- Adherence to the standards of classroom conduct

I know that for some of you, speaking in class is not your favorite thing, and that's okay. However, as a professional, you are going to need to speak in meetings, small groups and even large groups. So you need to continue to enhance those skills and be ready, and this is a good safe place to do that. It is not a contest, and I am not scoring who talks the most in each class period. So I don't want you to feel it is a disaster to your participation grade if you didn't raise your hand in class on a particular day. However, you do have to get your hand up and voluntarily join the conversation at least some of the times. If you never raise your hand in class to get in the discussions, the best you will be able to get on class participation is a C.

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.

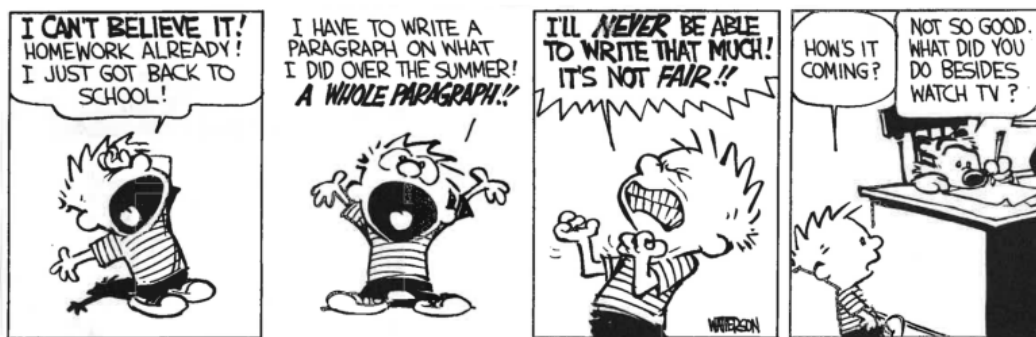
I will post 50 points of your participation grade at the end of the first quarter, and the other 50

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.

READING QUIZZES

A central feature of this class will be our study, analysis, and discussion of our assigned readings. **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 help ensure everyone reads the assignments, we will have occasional unannounced quizzes at the start of a class over the readings that were assigned for that day. The stronger



the participation in class discussions, the fewer the quizzes we will have as the class goes on. These basic quizzes should be fairly easy points if you've done the

reading and discussion questions. They should also prove useful to you when studying for the quizzes and exams.

There will be no make ups for these 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.

DISCUSSION QUESTIONS

Often, I will provide discussion questions on the readings. This is another way to help focus your study of texts and be ready to discuss them in class. Unless I tell you in advance, I will not collect them for points. You can generally just make a bullet list of points and have them in front of you during our discussion. That way you will have time to prepare your thoughts and observations when called on. Sometimes I will give instructions in the questions for a specific things, like a required number of sentences.

Discussion questions might be listed in the assignment schedule, at the start of a reading (if it's a doc posted on Canvas), or in a separate document on Canvas. There will not be discussion questions for every reading. I will always put a note with this tag, **DISC QUES**, in the assignment schedule if there are discussion questions for a particular assignment. If you don't see that tag, then there are none for that day.

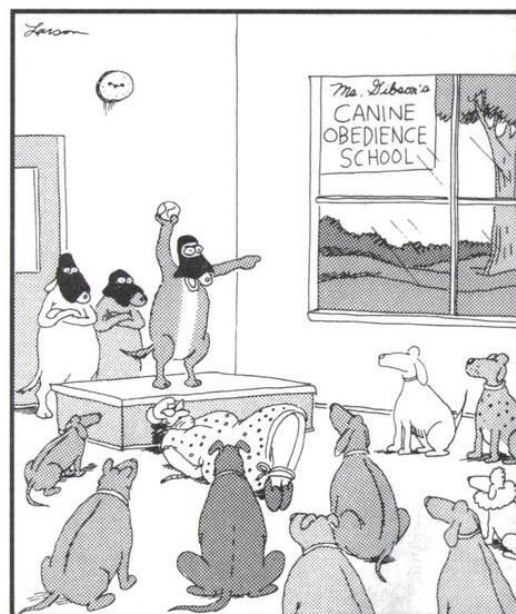
While I am not collecting these, during the course of our class discussions it will become obvious who has prepared and who has not. I usually do not call on students who do not have their hands up and ask them to answer a new question in class. However, if it is a discussion question I provided before the class, I will assume everybody is ready to go with

an answer. I often will call on students at random for those. Students who do not read the assignments and do not prepare responses to discussion questions will lose points on their class participation scores, and will have more trouble on exams.

Please be ready for each class with your thoughts, questions and responses to any discussion questions on the readings. Remember, class participation scores for the semester are worth as much as 2 regular exams.

ONLINE ASSIGNMENTS/DISCUSSIONS

Occasionally we may have assignments or discussions online on Canvas. 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. These will normally be worth 5 points just like the quizzes.



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

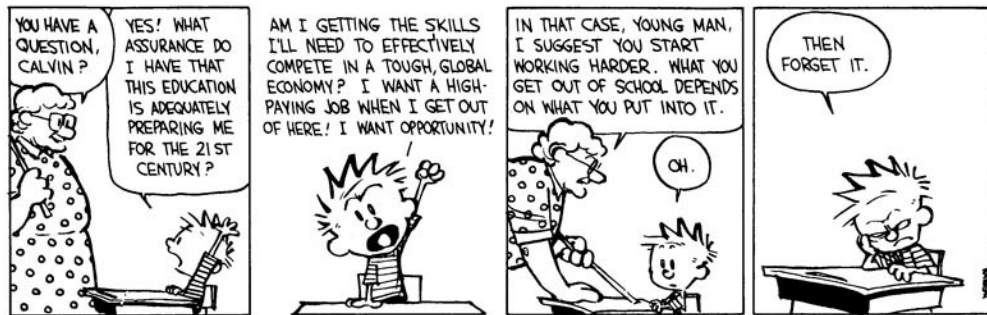
TIPS ON DOING WELL IN THE COURSE

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. This is my number one tip for success. It has worked for a great many students over the years.
- 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.

POWERPOINTS: Review the PowerPoints posted on Canvas and compare them with your notes. They will no doubt jog your memory and help enhance your understanding of the material. However, please note that the PowerPoints are mostly images. They are not a substitute for your notes!

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.

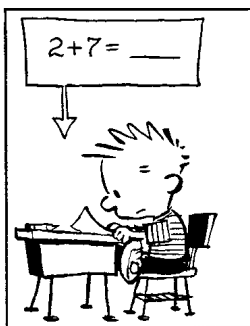
This paragraph has nothing to do with study guides. I just wanted to bury a little note in here. Congratulations for showing the motivation and good sense to have read through the syllabus. You already possess the key ingredients to doing just fine in this course. You would be surprised at how many of your classmates did not read this far. So, as a little token of recognition of your starting effort, send me an email, before the start of our second class (January 8) with your name on it and these exact words, "I can't wait to learn some history!" That will earn you 1 point of extra credit. It's our little secret, so don't mention it to any of your fellow students before class, or I won't give you your point.

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.

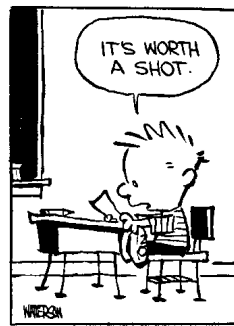
SHORT ESSAY QUESTIONS: You will usually get some choice of essay questions on the exam. They will be over the major topics (something we spent at least a day in class studying).

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



I cannot answer this question, as it is against my religious principles.



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.

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