

**The Indiana Academy**  
**SOC 204 (HIST 202)**  
**American History, 1877-Present (Spring 2022)**

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*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. This course is available for dual credit as BSU HIST 202.

Students who are enrolled in the course may receive dual credit through Ball State University for 3 credit hours in HIST 202: US 1877-Present. Students are not required to have taken HIST 201 for dual credit in order to receive dual credit for HIST 202. For more information, please consult the Academy course catalog.

*Required Texts:*

*The American Yawp* (Y) **Note: This is an open source, collaborative textbook that is available both online and as a pdf. I will post both the link and the pdf on Canvas.**

Appy, *Working Class War: American Combat Soldiers and Vietnam* (A)

*Goals for and Obligations of Students:*

1. The first goal of the class is for students to gain an interpretive awareness of the major themes in US history since 1877. All students are obligated to complete all assigned readings before class. This is imperative because this course relies heavily on class discussion. Class sessions will only succeed if you put in the time to read the assignments.
2. The second goal of the class is for students to become comfortable participating in class. Students are obligated to participate in all class sessions.
3. The third goal of the class is for students to learn how to make a historical argument and to support that argument using evidence. All written assignments are designed with this goal in mind.
4. The fourth, and most important, goal of the class is to improve students' critical thinking skills.

*Course Requirements:*

1. Exams: You are required to complete three take-home exams that will test your ability to construct an argument and to defend that argument with evidence from class readings. More information will be forthcoming. Each exam is worth 50 points, for a total of 150 points.
2. Final Essay: You are required to write a comprehensive final essay that will be due at the end of the semester. As with the exam essays, you are expected to construct an argument and defend it with evidence. More information will be forthcoming. The final essay is worth 60 points.

3. **Participation/Labs:** Most of our class sessions will consist of seminar discussions. These seminars may either be open conversations or led by a student discussion leader. I hope to convey to you the importance of collegial discussion. I consider a seminar to be a “team activity,” therefore there will be a class “baseline grade” for the seminar. However, if you do not participate, your score will be adjusted accordingly. I will be providing documents on Canvas to help you prepare for the seminars. Excused absences will not harm your seminar grade. The second part of your participation grade will be the history lab sessions. You will be provided a number of documents to work with and will produce a 1-2 page report on the primary sources. Specific instructions will be given. I will score you daily on these activities and will average the scores at the time of each exam. Each grading period will be worth 20 points, for a total of 60 points.
4. **Reading Journals:** Each student will submit a daily journal on the assigned readings. The journals will be posted to Canvas. These journals are designed to give you an opportunity to prepare for the discussion and should be two full paragraphs long. The only requirement is that you provide enough detail from the reading to show that you read the assignment. As with the participation score, I will average the daily journal scores and enter them at the time of each exam. Each grading period will be worth 10 points, for a total of 30 points.

*Grade Distribution:*

Exam Essays:	50% (150 points)
Final Essay:	20% (60 points)
Participation/Labs:	20% (60 points)
Reading Journals:	10% (30 points)

Percentage of total points earned:

A:	90-100%
B:	80-89%
C:	70-79%
D:	Below 70%

(Note: plus/minus may be used at my discretion)

*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.

*Late Policy:*

All major written assignments are due by 11:59 p.m. on the due date. Reading Journals are due by class time on the due date. Late assignments will be accepted with a penalty of 10%. Extensions will only be granted in extraordinary circumstances.

*Attendance and Tardies:*

Attendance is required, per Academy policy. Unexcused absences will result in a grade deduction in participation. Late arrivals may be counted tardy, with late arrivals of more than ten minutes subject to being counted absent for the day.

*Academic Dishonesty:*

Academic dishonesty will not be tolerated and will be subject to the Academy's policies on academic dishonesty. For a full discussion of this process and possible sanctions, please refer to the student handbook.

*Behavior and Computer/Electronic Device Policy:*

This class is expected to be a positive learning experience based on open communication and respect. You are expected to be collegial and to respect the rights of the other seminar participants. On that note, I expect you to be engaged with the class conversation, with no side conversations, sleeping, or playing on your cell phones or computers. Doing so will lead to a significant reduction of your seminar grade, as well as a potential unexcused absence. Furthermore, although you may use computers and electronic devices to access documents and your journal, using computers for non-academic purposes could lead to a banning of computers for all students. Continued disruptive activity can lead to removal from class (which would be an unexcused absence) and the sending of an APR.

*Canvas:*

Reading assignments and handouts will be posted on the class Canvas site. It is imperative that you check this regularly. You will also submit all written work via Canvas.

*Diversity Statement:*

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 at <http://cms.bsu.edu/campuslife/multiculturalcenter>.

*Content Statement:*

As with many history classes, the lectures, readings, and discussions [in this course] 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

*Disclaimer:*

I reserve the right to make changes to the course calendar at my discretion. I will give notice to the class as soon as possible after making any change.

*Short Course Calendar:*

- January 3: Introduction to the Course
- January 5: Capital & Labor: (Y) Chapter 16, Sections I-IV & Documents(All Links on Canvas)
- January 7: Populism & Socialism: (Y) Chapter 16, Sections V-VIII & Documents
  
- January 10: Westward Migration & Indian Wars: (Y) Chapter 17, Sections I-IV & Documents
- January 12: Severalty & Frontier Thesis: (Y) Chapter 17, Sections V-VIII & Documents
- January 14: History Lab: The Homestead Strike **Report Due 1/19**
  
- January 17: MLK Day: No Class
- January 19: Immigration & Urbanization: (Y) Chapter 18, Sections I-III & Documents
- January 21: History Lab: Carlisle Indian Industrial School **Report Due 1/24**
  
  
- January 24: The New South: (Y) Chapter 18, Sections IV-VI & Documents
- January 26: Imperialism: (Y) Chapter 19 & Documents
- January 28: History Lab: Spanish-American War **Report Due 1/31**
  
  
- January 31: Progressivism: (Y) Chapter 20, Sections I-IV & Documents
- February 2: Jim Crow & African American Life: (Y) Chapter 20, Sections V-VII & Documents
- February 4: **Exam #1 Due**
  
  
- February 7: Extended Weekend: No Class
- February 9: TBA
- February 11: TBA
  
  
- February 14: World War I: (Y) Chapter 21, Sections I-V & Documents
- February 16: Aftermath of the War: (Y) Chapter 21, Sections VI-X & Documents
- February 18: History Lab: Chicago Race Riots of 1919 **Report Due 2/21**

February 21: Consumption in the 1920s: (Y) Chapter 22, Sections I-V & Documents  
 February 23: Reaction in the 1920s: (Y) Chapter 22, Sections VI-X & Documents  
 February 25: History Lab: Scopes Trial **Report Due 2/28**

February 28: The Great Depression: (Y) Chapter 23, Sections I-VI & Document  
 March 2: The New Deal: (Y) Chapter 23, Sections VII-XIV & Documents  
 March 4: History Lab: Social Security **Report Due 3/16**

March 7-11: Spring Break: No Class

March 14: TBA  
 March 16: The Home Front: (Y) Chapter 24 & Documents  
 March 18: History Lab: Japanese Internment **Report Due 3/21**

March 21: The Cold War: (Y) Chapter 25, Sections I-III & Documents  
 March 23: The Second Red Scare: (Y) Chapter 25, sections IV-VI & Documents  
 March 25: **Exam #2 Due**

March 28: Suburbanization & Race in the Affluent Society: (Y) Chapter 26, Sections I-IV & Documents  
 March 30: Gender, Culture, & Politics in the Affluent Society: (Y) Chapter 26, Sections V-VII & Documents  
 April 1: History Lab: Little Rock Nine **Report Due 4/4**

April 4: The Sixties: (Y) Chapter 27 & Documents  
 April 6: Misery: (Y) Chapter 28 & Documents  
 April 8: History Lab: The Great Society **Report Due 4/11**

April 11: TBA  
 April 13: *Working Class War*: (A) Pg. 1-116  
 April 15: Extended Weekend: No Class

April 18: Extended Weekend: No Class  
 April 20: *Working Class War*: (A) Pg. 117-173  
 April 22: *Working Class War*: (A) Pg. 174-321

April 25: The Rise of the New Right: (Y) Chapter 29, Sections I-VI & Documents  
 April 27: Reagan's America: (Y) Chapter 29, Sections VII-XI & Documents  
 April 29: **Essay #3 Due**

May 2: Politics & Issues of the 1990s: (Y) Chapter 30, Sections I-II & Documents  
 May 4: September 11 & the Bush Years: (Y) Chapter 30, Sections III-V & Documents  
 May 6: History Lab: Hurricane Katrina **Report Due 5/10**

TBA: **Final Essay Due**