

Spring 2025

**HIST 202: United States History, 1877 to the present**

**Indiana Academy for Science, Mathematics, and Humanities**

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| **BSU Credits** | 3 credit hours | **College of Science and Humanities** | Department of History |
| **Instructor** | Dr. Sean A. Scott | **Office Location** | Wagoner 149 |
| **Email** | seanscott@bsu.edu | **Office Hours** | MWF 11:00-12:50,  M 2:00-5:00, or by appt. |
| **Meeting Times** | MWF 1:00-1:50 | **Meeting Location** | Burris 121 |
| **Prerequisite(s)** | None | | |
| **Course Description** | Survey of the political, diplomatic, economic, cultural, social, racial, ethnic, and gender issues and key related events that have affected the history of the United States since 1877. | | |
| **Core Transfer Library Course** | American History 2 | | |
| **Textbook and/or Course Materials** | Assigned readings will be posted on Canvas.  In addition, students desiring overviews of specific time periods in a readable narrative are encouraged to read relevant chapters in American Yawp, [www.americanyawp.com](http://www.americanyawp.com), a free, online textbook. | | |
| **Course Learning Outcomes** | Students taking this course will be able to:  identify and recognize the basic events, issues, ideas, and patterns necessary to the study of American history since 1876.  recognize some of the key interpretations connected with recent American history.  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 idas and interpretations of recent American history in organized, logical, persuasive fashion, both orally and in written form. | | |
| **Important Deadlines** | If you wish to drop your class(es), you must do so by the first Friday of the starting week of the official Ball State term.  If for any reason you need to leave a class you registered for, you can withdraw. However, there are certain deadlines that need to be met in order to receive a refund for the withdrawn class or classes. Withdrawal deadlines are determined by the Registrar’s office and are published each school semester.  Dropping/Withdrawing from a class at your high school does not drop/withdraw you from your BSU Dual Credit class. You must email [dualcredit@bsu.edu](mailto:dualcredit@bsu.edu) to request a drop or withdrawal from a course(s). | | |

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| **How BSU Grade will be Calculated** | 4 exams 15% each  Weekly quizzes 15%  Primary source analyses 15%  Oral presentation 10% | |
| **How High School Grade will be Calculated**  ***(if different from BSU)*** | 4 exams 15% each  Weekly quizzes 15%  Primary source analyses 15%  Oral presentation 10% | |
| **BSU Grading Scale** | A: 94-100% | C: 74-76% |
|  | A-: 90-93% | C-: 70-73% |
|  | B+: 87-89% | D+: 67-69% |
|  | B: 84-86% | D: 64-66% |
|  | B-: 80-83% | D-: 60-63% |
|  | C+: 77-79% | F: 59% or lower |
| **High School Grading Scale**  ***(if different from BSU)*** | A: 94-100% | |
|  | A-: 90-93% | C-: 70-72% |
|  | B+: 88-89% | D\*: 0-69% |
|  | B: 83-87% | Click or tap here to enter text. |
|  | B-: 80-82% | Click or tap here to enter text. |
|  | C+: 78-79% | Click or tap here to enter text. |
|  | C: 73-77% | Click or tap here to enter text. |
| **Schedule of Assignments** | Week 1  M: Course Introduction  W: Civil War Memory  Reading: Frederick Douglass, “Oration in Memory of Abraham Lincoln,” April 14, 1876.  <http://teachingamericanhistory.org/library/document/oration-in-memory-of-abraham-lincoln/>  F: Race Relations in the New South  Readings: Booker T. Washington, “Speech before the Atlanta Exposition,” Sept. 18, 1895.  <http://teachingamericanhistory.org/library/document/speech-before-the-atlanta-cotton-states-and-international-exposition/>  W. E. B. DuBois, “Of Booker T. Washington and Others,” 1903.  <http://teachingamericanhistory.org/library/document/of-booker-t-washington-and-others/>    Week 2  M: Primary source lab  W: The Gilded Age  Reading: Andrew Carnegie, “The Gospel of Wealth”  F: The Rise of Organized Labor  Reading: Emma Goldman, “Anarchism: What It Really Stands For”  Week 3  M: MLK Day—No class  W: Populism  Reading: William Jennings Bryan, “Cross of Gold” Speech, July 9, 1896.  <http://teachingamericanhistory.org/library/document/cross-of-gold/>  F: 1898 and American Empire  Week 4  M: **First exam**  W: Progressivism  Excerpts from Upton Sinclair, *The Jungle*  F: Progressivism and the Election of 1912  Reading: Theodore Roosevelt, “Confession of Faith, Aug. 6, 1912.  <http://teachingamericanhistory.org/library/document/confession-of-faith/>  Week 5  M: No class—extended weekend  W: Wilsonian Idealism and the Great War  Reading: Speeches of Wilson and LaFollette  F: Primary source lab  Week 6  M: Nativism  W: Herbert Hoover and the Great Depression  Reading: American Yawp, chap. 23, sections I-VI  F: The New Deal  Reading: Franklin D. Roosevelt, “Commonwealth Club Speech”    Week 7  M: The New Deal continued  Franklin D. Roosevelt, State of the Union (Second Bill of Rights), Jan. 11, 1944.  <http://www.fdrlibrary.marist.edu/archives/pdfs/state_union.pdf>  W: Reluctant Global Power? America’s Entry into WW II  Reading: Franklin D. Roosevelt, State of the Union (The Four Freedoms), Jan. 6, 1941.  <http://voicesofdemocracy.umd.edu/fdr-the-four-freedoms-speech-text/>  F: Primary source lab  Week 8  M: The D-Day Invasion  W: Civil Liberties in Wartime  Reading: Justice Black’s opinion in *Korematsu v. United States*  F: **Second exam**  Week 9, Spring Break  Week 10  M: The Weapon that Changed the World  W: Containing a Postwar World: The Early Cold War  Reading: George Kennan, excerpt from *Foreign Affairs*  <http://teachingamericanhistory.org/library/document/excerpts-from/>  F: Primary source lab—Postwar Culture and Society    Week 11  M: Anticommunism at Home: The Red Scare  Reading: Selections from the Rosenberg Case  W: Nuclear Superpower: The Cold War under Ike  Reading: Dwight D. Eisenhower, “Farewell Address,” January 17, 196  <http://teachingamericanhistory.org/library/document/farewell-address-to-the-nation/>  F: Nuclear Superpower: The Cold War under JFK  Reading: John F. Kennedy, Inaugural Address, January 20, 1961.  <http://teachingamericanhistory.org/library/document/inaugural-address-2/>  Week 12  M: The Black Freedom Struggle  Readings: Martin Luther King Jr., “The Power of Non-violence,” June 4, 1957.  <http://teachingamericanhistory.org/library/document/the-power-of-non-violence/>  MLK Jr., “Letter from a Birmingham Jail” (Excerpts), April 16, 1963  <http://teachingamericanhistory.org/library/document/letter-from-birmingham-city-jail-excerpts/>  W: Primary source lab  F: Black Power  Readings: Malcolm X, “A Declaration of Independence,” March 12, 1964.  <http://teachingamericanhistory.org/library/document/a-declaration-of-independence/>  Malcolm X, “The Ballot or the Bullet,” April 3, 1964.  Week 13  M: The Great Society  Readings: Lyndon Johnson, Great Society Speech  <http://teachingamericanhistory.org/library/document/great-society-speech/>  Excerpts from Johnson’s State of the Union, January 4, 1965.  W: The Vietnam War  Reading: Bruce J. Schulman, *Lyndon B Johnson and American Liberalism*, 133-52.  F: Nixon and the Limits of Power—Watergate  Reading: Mark Feldstein, “Watergate Revisited,” <http://ajrarchive.org/Article.asp?id=3735>  Week 14  M: **Third exam**  W: Not Your Father’s Liberalism: 1968 and the Rise of the New Left  F: The Conservative Revolution  Readings: Ronald Reagan, “A Time for Choosing,” Oct. 27, 1964.  <http://teachingamericanhistory.org/library/document/a-time-for-choosing/>    Week 15  M: From Humiliation to Victory: U.S. Foreign Policy, 1975-1989  Reading: Ronald Reagan, Address to the NAE (“Evil Empire” Speech), Mar. 8, 1983.  <http://teachingamericanhistory.org/library/document/speech-to-the-national-association-of-evangelicals/>  W: First group of presentations  F: Second group ofpresentations  Week 16  M: No class—extended weekend  W: Third group of presentations  F: Fourth group of presentations  Week 17  M: That Troublesome Constitution  Readings: Thurgood Marshall, “Reflections on the Bicentennial of the Constitution,” 1987.  <http://teachingamericanhistory.org/library/document/reflections-on-the-bicentennial-of-the-united-states-constitution/>  Antonin Scalia, “Constitutional Interpretation the Old Fashioned Way,” 2005.  <http://www.bc.edu/content/dam/files/centers/boisi/pdf/Symposia/Symposia%202010-2011/Constitutional_Interpretation_Scalia.pdf>  W: 9/11, the Global War on Terror, and the Perils of Preemptive War  Readings: Barack Obama, Address at Cairo University, June 4, 2009.  <http://teachingamericanhistory.org/library/document/address-at-cairo-university/>  F: The American Malaise: Criticism and Perspective  Cornell West, excerpt from *Race Matters*  <https://www.theguardian.com/commentisfree/2018/jan/14/america-is-spiritually-bankrupt-we-must-fight-back-together>  Yoni Applebaum, “Is the American Idea Over?” *The Atlantic*, Nov. 2017.  Week 18  Final exam—TBA | |
| **Classroom Policies & Information** | **Course Format:** The course will consist of lectures, discussions, and analysis of primary sources. I will explain broad interpretive issues and provide context for the major themes and developments of this historical period. For most class periods students will have read assigned primary sources that will serve as a basis for discussion and allow them to analyze significant texts in greater detail.  **Course Content Note:** 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.  Academic Integrity: Academic integrity is foundational to achievement at the Academy and throughout your college career. Cheating on tests, plagiarism on papers, and all forms of academic dishonesty will not be tolerated. Please understand that severe penalties will arise (zero on an assignment, for example) will arise for violating academic integrity and review relevant policies outlined in the Academy handbook.  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. This holds true whether the material is copied from a source in print, taken from internet content, or generated by AI. For my courses, AI should not be used for writing papers. Period. Because the discipline of history emphasizes the importance of careful reading, independent research, and original writing, AI is an inappropriate shortcut. If you have any questions about this policy, please speak to me during office hours. | |
| **Attendance Policy** | The Indiana Academy regards any absence from class as unexcused, except for illness, death in the family, college or school-related activities, or extenuating circumstances. When a student is absent from class, the instructor reports the 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 instructor does not have discretion in this matter. Four 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 conferences, or detentions).  Any homework assignment missed because of an unexcused absence will not be made up for credit and will be given a zero. Any unexcused absence on the day of an exam or project will result in a 30% deduction for that assignment.  Come to class engaged and prepared to learn. I record attendance in powerschool a few minutes before class. If you are late, please see me afterwards to remind me to change your absence to tardy. Any student arriving fifteen minutes after the start of class will be counted absent for that period. There’s no reason to have your phone out during class, and inappropriate use of a phone during class will result in an unexcused absence. | |
| **Late Work Policy** | Missed exams or projects with an excused absence should be made within 2 days of returning to class if possible in order to avoid falling too far behind. Missed quizzes for an excused absence will not be made up, and you will receive your average quiz score for that assignment. Missed quizzes for an unexcused absence will receive a zero. | |
| **Make-up/Re-take Exam Policy** | There are no exam re-takes, and the make-up policy for an excused missed test is explained in the preceding section. | |
| **Dual Credit-High School Credit Policy Statement** | Students may choose to enroll in Ball State’s Dual Credit Program to earn college credit for HIST 202, United States History, 1877 to the Present, from Ball State at a reduced rate of tuition ($25 per credit or $75 total). Students who are eligible for free or reduced lunch this academic year may enroll at no charge if verified by the school. Free and reduced lunch students will still be responsible for any textbook costs associated with the dual credit course.  To enroll in Ball State’s Dual Credit Program, students should have a 3.0 GPA on a 4.0 scale and complete the application & registration process before the given deadline. Ball State will bill students via postal mail; no money should be submitted to the high school. College credit can only be earned during the semester (or, in the case of year-long classes, during the academic year) in which the student is enrolled. Late enrollments are not permitted.  Whether college credit earned through dual credit courses will be accepted by another institution of higher education is determined by the college or university to which a student is seeking admission. Before enrolling through Ball State’s Dual Credit Program, students should check directly with that institution to determine if a course will be accepted and how it will be counted toward graduation requirements. *Refunds will not be issued if Ball State credits are not able to be transferred.* In most cases, students will need to earn a C or better to transfer credit from Ball State to another institution. Grades of D or lower earned in Ball State Dual Credit courses are recorded on a student’s Ball State transcript but may not be able to transfer.  The rigor of this course will be periodically reviewed by Ball State University faculty in an effort to maintain the high quality of education that each student receives. To learn more about Ball State’s Dual Credit Program, visit bsu.edu/dualcredit, call 765-285-1581 or email [dualcredit@bsu.edu](mailto:dualcredit@bsu.edu). | |
| **BSU Student Rights and Responsibilities** | While enrolled in Ball State’s Dual Credit Program, you are expected to abide by the academic rules of behavior befitting a university student. You should read the ***Dual Credit Student and Parent Handbook***, located at [bsu.edu/dualcredit](https://ballstate-my.sharepoint.com/personal/alhurt_bsu_edu/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Falhurt%5Fbsu%5Fedu%2FDocuments%2FDual%20Credit%2FHandbook%2FStudent%2DParent%20Handbook%2FDual%20Credit%20Program%20Student%2DParent%20Handbook%2Epdf&parent=%2Fpersonal%2Falhurt%5Fbsu%5Fedu%2FDocuments%2FDual%20Credit%2FHandbook%2FStudent%2DParent%20Handbook). In particular, review the Code of Student Rights and Responsibilities, focusing on the policies regarding student rights and responsibilities, behavior, academic integrity, and related procedures.  The ***Dual Credit Student and Parent Handbook*** includes information regarding student qualifications, prerequisites, available courses, responsibilities, financial aid stipulations, transferability, withdrawal, refund and billing policies and more. It is important that you review the information contained in it. | |
| **Student Academic Ethics Policy** | Actions which include but are not limited to cheating, plagiarism, falsely claiming to have completed work, cooperating with another person in academic dishonesty, knowingly destroying or altering another student's work, or attempting to commit an act of academic dishonesty that violates the Student Academic Ethics Policy (http://www.bsu.edu/associateprovost/academicethics).  The consequences of academic dishonesty are determined on a case-by-case basis by each instructor and may include but are not limited to one or more of the following academic sanctions: informal meeting, removal from dual credit course, dismissal from the university, or other appropriate consequence. | |
| **Policy on the Americans with Disabilities Act (ADA)** | If you need course adaptations or accommodations because of a disability, please contact the ***Office of Disability Services***. The ***Office of Disability Services*** coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability services can be contacted at 765-285-5293 or [dsd@bsu.edu](mailto:dsd@bsu.edu). | |
| **Title IX – Sexual Misconduct** | Ball State University is committed to establishing and maintaining an effective, safe, and nondiscriminatory educational environment in which all individuals are treated with respect and dignity. For information about Ball State University’s Interim Title IX Policy and Procedures, please visit our website. Please note that the University’s policy and procedures have undergone significant revisions starting with the 2020-21 school year and ongoing.  Consistent with the University’s Notice of Nondiscrimination and in accordance with the U.S. Department of Education’s implementing regulations for Title IX of the Education Amendments of 1972 (“Title IX”), Ball State University prohibits sexual harassment that occurs within its education programs and activities. This prohibition extends to all applicants for admission or employment and to all students (any status) and all employees (any status). An individual who is found to have committed sexual harassment in violation of this policy is subject to the full range of University discipline, up to and including termination of employment or expulsion. The University will provide persons who have experienced sexual harassment with ongoing remedies as reasonably necessary to restore or preserve access to the University’s education program and activities.  Inquiries concerning the specific application of Title IX at Ball State should be directed to Ms. Katie Slabaugh, Associate Dean of Students/Title IX Coordinator in the Frank A. Bracken Administration Building, room 238, 765-285-1545, kslabaugh@bsu.edu. Persons can also contact the U.S. Department of Education Office for Civil Rights, Washington, D.C. 20202-1328, 1-800-421-3481, ocr@ed.gov. | |
| **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**](https://www.bsu.edu/about/administrativeoffices/student-conduct/policiesandprocedures/beneficence) and through university resources found at [**http://cms.bsu.edu/campuslife/multiculturalcenter**](http://cms.bsu.edu/campuslife/multiculturalcenter). | |
| **The Learning Center** | The Learning Center offers free Tutoring and Academic Coaching for many courses at Ball State.  Students can make appointments for online (Zoom) or in-person (NQ 350) appointments. Unvaccinated students are required to wear masks and practice physical distancing in the Learning Center.  To make an appointment, visit my.bsu.edu and click on “Navigate.” You can also download the “Navigate Student” app for Apple or Android, or visit <https://bsu.navigate.eab.com>.  Testing accommodations for students with disabilities are available for students who have received the appropriate documentation from Disability Services.  Tests may be administered in the Learning Center.  Supplemental Instruction is available in select courses.  If you have an SI leader for your course, that person will provide students with information the first week of school regarding weekly study sessions.  For more information about all of our programming, visit [**bsu.edu/learningcenter**](https://www.bsu.edu/academics/collegesanddepartments/universitycollege/learningcenter) or call 765-285-1006. | |
| **The Writing Center** | All writers improve with practice and feedback, so as a student in this course, you are encouraged to use the Writing Center (in Robert Bell 295, Bracken Library, or online) to get additional feedback on your writing. To schedule a free appointment to discuss your writing, go to [**www.bsu.edu/writingcenter**](http://www.bsu.edu/writingcenter). Online and in-person appointments are available seven days a week; however, plan ahead because appointments book quickly! | |
| **Syllabus Change Policy** | This syllabus is a guide to the course and may be subject to change with reasonable advanced notice as course needs arise. | |