

**HISTORY 101: SURVEY OF AMERICAN HISTORY, 1877 TO THE PRESENT**  
**Spring 2012, Section 006**  
**Monday, Wednesday, Friday, 12:20-1:10 p.m. Ross Hall 1010**

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Office Hours: M,W,F 11:15 a.m.-12:00 p.m. and by appointment

**Course Description and Objectives:** History 101 is a lower level survey of United States History from the era of Reconstruction to the present. This course is intended to instruct students on the political, economic, social, and cultural history of modern America, in hopes of bringing the current conditions of this country into sharper focus. This will be accomplished by focusing on a number of essential questions which transcend the U.S. historical experience and give students the opportunity to reflect on issues that human societies and cultures, including their own today, have constantly reckoned with, including: What makes an individual a citizen of a nation? What rights, privileges, and responsibilities does a citizen have?; Does economic prosperity and territorial expansion signify “progress” for a nation?; To what extent can or should government regulate human behavior?; To what extent can and should government guarantee the economic well-being of its citizens?; In order to ensure national security, can or should civil liberties and personal freedoms be curtailed?; Does having “equality” in a society mean equality of opportunity or equality of condition for everyone?; What is the proper balance between the individual’s right to pursue happiness and the need for individual sacrifice to support the collective society?

Additionally, students will grapple with a number of other questions derived from the essential questions above but specifically relate to the key developments of modern U.S. history, including: What is the American Experience? What does it mean to be an American, particularly in terms of rights and obligations of citizenship, as well as the larger question of who is an American? How have various groups based on race, gender, class, ethnicity, region, age, etc. contested this definition? What forces have shaped this evolving definition and contestation between and among these groups throughout modern U.S. history? What rights and obligations do individual Americans have toward one another, and to what extent has and should governmental authorities at any level mediate questions of rights and obligations in the midst of economic transformation, social agitation, and war?

Beyond developing both a strong methodological and content knowledge of U.S. history, History 101 also seeks to develop and test critical thinking and writing skills that will be relevant to the student long after completing the course. This will be done throughout the semester in the form of student participation in reaction to both primary and scholarly secondary sources, quizzes, a take home essay, and bluebook exams.

The goals and final course expectations for students in history 101 are:

1. To understand the process of history. That is, to see the study of history as going well beyond the memorization of facts and dates, but rather as a construction of a narrative of the past through an interpretation and analysis of primary source evidence.
2. To have a solid grasp of the major developments in modern U.S. history.

3. To understand current times in light of past events and developments.
4. To have more refined and sophisticated critical thinking and writing skills.
5. To be able to construct a persuasive essay in answer to a defined question(s) about the past.
6. To learn how to work both independently and cooperatively.

### **Course Required Books:**

1. Ronald Story and Paul Boller, *A More Perfect Union: Documents in U.S. History, Volume 2: Since 1865* ISBN: 978-0-547-15057-4
2. Gary Anderson, *Sitting Bull and the Paradox of Lakota Nationhood*. ISBN: 978-0321421920
3. Ernest May, ed. *9/11 Commission Report with Related Documents*. ISBN: 978-0312450991.

All of these books are available for purchase at the University Bookstore and the Book Stop. Additionally, I have all of them on reserve at the front desk of the Michener Library where they can be checked out for two hours. Students should purchase their own copies of the book (bringing them to class when required) and only utilize the library copies in an absolute emergency. It is ultimately the responsibility of students to have the reading assignments completed on time for class and it will not be a reasonable excuse for having failed to finish the reading for students to say that the library copy was checked out.

### **Required Course Material:**

Each student must purchase (if they do not already own one and have used it for a different UNC course), **a clicker**. The university bookstore has these in stock. Just see one of the bookstore managers and they will get them for you. A clicker has a little key pad like would appear on a telephone. It has numbers 0-9 and on each of those numbers is a letter as well. The clicker must be a product of Turning (or Turning Point) Technologies to work in this class. **Every student** must have their own clicker. **You cannot share one with a fellow student.** The clicker must also be registered on the blackboard site for this class. There will be a link on the main page of the blackboard site for this class that will allow you to register the clicker. The clicker will be used to confirm student daily attendance, for quizzes, and for other student engagement activities. It is the student's responsibility to bring the clicker every day to class and to ensure that you have working batteries for it. Check that your clicker is working before you come to class and bring some spare batteries with you.

**If the bookstore is out of clickers when you go in to purchase one, make sure that they order one specifically for you to ensure that when the next shipment of clickers come in, one will be held for you.**

### **Recommended Book:**

1. Eric Foner, *Give Me Liberty!: An American History*, Vol. 2 3<sup>rd</sup> Seagull Edition. This textbook is **NOT required**, but rather optional. It should be treated as a supplement rather than a replacement for the lectures. That is, if a student misses a lecture it will not be adequate simply to read the pages from the text that correspond to that lecture. The student needs to get the lecture notes from someone in class. While reading the text would certainly strengthen a student's content knowledge of American history, it is not expected nor required that the student read this textbook to succeed in the class. In the class schedule below I have included the chapters of the text that correspond to the different lectures and discussions. This book is available on amazon.com and other book selling sites with the ISBN: 978-0-393-91191-6

### **Course Components and Assessments:**

**Exams:** There will be two exams: a midterm and final exam. Both exams offer a combination of matching key terms and primary source identification questions. The final will also include an essay based on the 9/11 commission report, though the final itself is not cumulative. The exams will be taken in bluebooks. Each student must hand in to the instructor **two (2)** bluebooks with his/her name and row number on each. They must be turned in by Monday, January 23. The turning in of the bluebooks will count as the equivalent of a three point quiz. Unless the students have an authorized excuse from the professor (generally one that requires some kind of verifiable documentation for an absence) they must take the exams on the days and time proscribed in the syllabus. If students require a makeup exam, it is the student's responsibility to schedule with the professor a makeup at the earliest possible time. Please note that the final exam for this class is scheduled by the university and only in the case of extraordinary circumstances can it be rescheduled for individual students. Catching rides home for break or family vacation plans **DO NOT** constitute extraordinary circumstances warranting a makeup. Make sure you keep the final exam date and time in mind before making any post-semester travel plans.

**Paper:** Students will complete a paper of approximately 3-4 typed double spaced pages based on the book, *Sitting Bull and the Paradox of Lakota Nationhood*. In the paper students will answer the following question: To what extent does Sitting Bull deserve blame for the decline and downfall of the Lakota nation? This paper will be due **Sunday February 12** and submitted electronically through the Safe Assignment portion of blackboard. Specific instructions and a grading rubric for the paper, as well as instructions on how to turn in papers through blackboard will be posted in advance of the paper's due date.

**Student Engagement:** Students are expected to be present and well engaged with the course readings, lectures, and larger discussions. Students for this category will be assessed in three major ways: **attendance, quizzes, and participation/behavior.**

**In terms of attendance** students are expected to attend nearly every class, arriving on time, and not leaving early. The instructor will frequently ask questions during the lectures, and there will be extended discussions on the days there are assigned readings from *A More Perfect Union*, *Sitting Bull*, and the *9/11 Commission Report*. It is the student's responsibility to have those assignments read and analyzed before coming to class. Each of the documents in *A More Perfect Union* has questions to consider listed before each document. At the back of the *Sitting Bull* book there are discussion questions for each chapter. I will have posted discussion questions for the *9/11 Commission* report on blackboard. Students should use those questions as a guide when reading the assigned documents, chapters, or pages from each of these books and be prepared to answer those questions when they come to class. **To facilitate a more active dialogue there will be short multiple choice, or true/false quizzes for selected days that there is an assigned reading from the required books mentioned above.** If you can answer the various discussion questions I discussed above, then students should not have any problem with the quiz questions. The quiz questions will be integrated into the PowerPoint presentations and will be taken using a clicker. If you are late or absent and miss the quiz without a documented excuse, you cannot make it up. If you have a documented excuse for missing a quiz, there will be a short paper on the assigned reading that can be completed to replace the quiz score. Be sure to bring your **clicker everyday** to class. Unless there is a good excuse for not bringing your clicker to class you will not be allowed to make up any quiz questions for this reason.

**For participation/behavior** students will be assessed on the quality and quantity of their participation throughout the semester. Good participation includes answering questions posed by the professor about reading assignments or about a slide presented on PowerPoint, actively participating in clicker student engagement exercises and group activities, as well as asking good questions that suggests a deeper engagement with the material. (By the same token please refrain from asking questions or making comments that are not germane to the class discussions-please save those for discussion with the professor after class).

**Aspects of student classroom behavior** will also be assessed. Students are expected to have the required materials with them (paper, assigned reading materials, clicker). They should make an effort to answer questions when called upon as well as complete any extra mini writing assignments that may take place during class but not graded. At all times students should demonstrate professional behavior and cordiality toward the professor and fellow students. Students should be paying attention in class and not engaging in other activities that have nothing to do with the class, i.e. texting, inappropriate or unwarranted chatting with fellow students, playing on the internet, listening to music devices, reading newspapers, working on assignments for other classes, sleeping, etc.).

**Additional course requirements:**

Students **must complete** the assigned paper and both exams to pass the course (aka not receive a failing grade) regardless of whether they would have passed based on the final percentage. In terms of attendance, this is not a class where students can disappear for huge chunks of the semester, turn in the papers, complete the exams, and still pass the class. Your attendance and active engagement with the class is a major course

requirement and assessment. As such, students will be allowed up to three unexcused absences without penalty to the attendance portion of the grade. Every full absence over three will result in a deduction of five points from the attendance part of their grade. Tardies and leaving class early without permission from the professor will count as a third of an absence. To receive an excused absence, students must present relevant documentation (ie. doctor's note, towing receipt, contact from parents, etc.) to the professor as soon as they return to class from the absence. If students anticipate missing class for university related business (ie. field trips for other classes, participating in university athletic events, etc.) they must bring in documentation in advance of the absence to the professor.

Special note, students cannot have absences for any reasons, authorized or unauthorized for more than 25 % of the semester (10 classes) and pass the class. Should students have some sort of extraordinary event occur during the semester (i.e. prolonged illness, death in the family, etc.), that forces them to miss more than 10 classes, then the only options will either be an incomplete for the course (which can generally only be given out for events occurring at the end of the semester and causing students to miss the final) or withdraw from the class. In terms of attendance, there will be a seating chart and attendance taken every day.

**Students with Disabilities:** Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

**Honor Code:** All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

**UNC's Policies:** UNC's policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student's website, Student Handbook link <http://www.unco.edu/dos/handbook/index.html>

**Grading Breakdown and Scale:**

**Midterm Exam: 25 percent**

**Final Exam: 35 percent**

**Sitting Bull Paper: 25 percent**

**Student Engagement: 15 percent (this category comprises three subcategories of attendance, quizzes, and participation/behavior each worth 5 percent)**

**Grading: A: 100-93%, A-: 92-90 %, B+: 89-88%, B: 87-83%, B-: 82-80%, C+: 79-78 %, C:77-73%, C-: 72-70%, D+: 69-68 %, D:67-63%, D-: 62-60%, F: 59-0%**

**Blackboard:** All course materials including the syllabus, PowerPoint presentations, student grades, the writing assignment, and any additional readings can be found on the blackboard website for this course. Blackboard can be found at the following website: unco.blackboard.com. Login using your university login and password. Please note that the professor will be communicating with the class as a whole and individual students through their university email (bear mail) accounts. Make sure that you are checking your university email a couple times of day.

**Class Schedule:** (Note-this schedule of daily topics and reading assignments is subject to change at the discretion of the instructor. Every effort will be made to inform the class in advance as far as possible of any change.)

Monday January 9                      Course Overview

Wednesday January 11              Introduction to Primary Sources  
**A More Perfect Union: Document 4**

**Unit I: American Promise and Disappointment, 1865-1877**

Friday January 13                    Overview of America's Emergence from Civil War

Monday January 16                  **NO CLASS (Martin Luther King Holiday)**

Wednesday January 18              Emerging Native American-U.S. Conflicts  
**Sitting Bull: Author's Preface, Prelude, and Chapters 1-2**

Friday January 20                    The Success and Failure of Political Reconstruction  
**A More Perfect Union: Documents 1-2**  
*(Foner: Chapter 15)*

**Unit II: American Expansions: 1862-1913**

Monday January 23                    Overview of the Gilded Age and Imperialism  
**Two Bluebooks Due**  
*(Foner: Chapter 16)*

Wednesday January 25              Battle to Consolidate the West  
**Sitting Bull: Chapters 3-4**

Friday January 27                    Big Business versus Organized Labor  
**A More Perfect Union: Documents 11-12**

Monday January 30                    Industrial Capitalism and its Socio/Cultural Effects  
**A More Perfect Union: Document 16**

- Wednesday February 1      Final Incorporation of the West  
**Sitting Bull: Chapter 5, and Epilogue**
- Friday February 3          The Challenge of Immigration  
**A More Perfect Union: Documents 6-7**
- Monday February 6         The Farmers Revolt
- Wednesday February 8      The Emergence of Jim Crow  
**A More Perfect Union: Documents 3 and 8**
- Friday February 10         Debating the best path to African American Equality

**Sitting Bull Paper due sometime on Sunday February 12**

- Monday February 13         American Expansion and its Justification  
**Bring A More Perfect Union to class**  
*(Foner: Chapter 17)*

**Unit III: American Reforms, 1890-1920**

- Wednesday February 15      Overview of Progressivism  
**A More Perfect Union: Document 15**  
*(Foner: Chapter 18)*
- Friday February 17         Women and the Progressive Era  
**A More Perfect Union: Documents 13-14**
- Monday February 20         Taking Reform to the World: The Great War  
**A More Perfect Union: Documents 19-20**  
*(Foner: Chapter 19)*

**Unit IV: American Boom, Bust, and Restructuring, 1920-1940**

- Wednesday February 22      Overview of 1920s Economic Expansion and Depression  
**A More Perfect Union: Document 23**  
*(Foner: Chapter 20)*
- Friday February 24         Conflict and Unity for Racial and Ethnic Minorities  
**A More Perfect Union: Documents 10 and 21**
- Monday February 27         The New Woman of the 1920s
- Wednesday February 29      Enduring the Great Depression  
**A More Perfect Union: Document 24**

Friday March 2 Franklin Roosevelt and the New Deal  
*(Foner: Chapter 21)*

Monday March 5 Justifying the New Deal  
**A More Perfect Union: Documents 25-27**

Wednesday March 7 **Midterm Exam**

**Unit V: American Triumphs and Challenges: From Isolation to Global Power, 1940-1962**

Friday March 9 Overview of WWII and the Cold War  
*(Foner: Chapter 22)*

March 12, 14, 16 **NO CLASS (Spring Break)**

Monday March 19 Fighting and Winning WWII

Wednesday March 21 Grappling with the War at Home  
**A More Perfect Union: Document 28**

Friday March 23 Cold War Foreign Policy  
**A More Perfect Union: Documents 30 and 32**  
*(Foner: Chapter 23)*

Monday March 26 Suburbanization: American Dream or American Nightmare?  
*(Foner: Chapter 24)*

Wednesday March 28 McCarthyism and the Communist Scare at Home  
**A More Perfect Union: Document 31**

Friday March 30 The Emergence of Civil Rights  
**A More Perfect Union: Document 37**

**Unit VI: American Promise and Decline: 1960-1974**

Monday April 2 Overview of Liberalism's Triumphs and Failures  
**A More Perfect Union: Document 44**  
*(Foner: Chapter 25)*

Wednesday April 4 African American Unity and Divisions  
**A More Perfect Union: Document 39**

