Course Objectives:

U.S. History since 1877 is a General Education course that partially satisfies requirements of the Public Affairs section of the General Education Program. All sections of HST 122 are designed to meet the learning outcomes related to the Public Affairs categories of community engagement and cultural competence.

Community Engagement Learning Objectives:
Students will be able to:
1. Identify the rights and responsibilities they have in their own communities and the broader society.
2. Recognize the ways in which they can exercise their rights and responsibilities.

Cultural Competence Learning Objectives:
Students will be able to:
1. Understand, critically examine, and articulate key similarities and differences between their own cultural practices and perspectives and those of other cultures, past and present.
2. Analyze the role that different languages, cultures, institutions, and beliefs have in shaping individual and collective behavior.

Required Course Materials:

1. REQUIRED for students to purchase:
   Title: Settlers: The Mythology of the White Proletariat From Mayflower to Modern
   Author: J. Sakai
   Edition: 4th, 2014
   ISBN: 978-1-62963-037-3
2. REQUIRED for students to purchase:
Title: White Trash. The 400-Year Untold History of Class in America.
Author: Nancy Isenberg
ISBN: 978-0-14-312967-7

3. REQUIRED, but to be provided by the instructor on Blackboard:
Primary Source Analysis Packets for Units 1 – 4.
Other supplementary articles and materials as deemed necessary.

Graded Assignments:

80 points – Unit 1 Primary Source Analysis Packet
80 points – Unit 1 Exam
80 points – Unit 2 Primary Source Analysis Packet
80 points – Unit 2 Exam
80 points – Unit 3 Primary Source Analysis Packet
80 points – Unit 3 Exam
80 points – Unit 4 Primary Source Analysis Packet
80 points – Unit 4 Exam
80 points – Final Comprehensive Exam
40 points – Attendance
40 points – In-class participation

-------------------------------------------
800 points - TOTAL

Primary Source Analysis Packets will be collections of primary source documents related to each unit. These collections will be available on Blackboard, although I will also print out hard-copies for students if especially requested. If class time allows, I plan on publicly reading and/or commenting on most of these primary sources in class (in the course schedule below you will see class periods set aside for this). However, students are responsible for reading, analyzing, and responding to ALL documents in the primary source packets, as directed by the question prompts in the packets, regardless of how many of the sources we manage to address in class. Students are to type their responses and submit them either on blackboard or in printed copy by the due dates listed below.

Unit Exams will typically consist of 30 multiple-choice questions worth 2 points each, and one essay response worth 20 points, for 80 points total.

The Final Comprehensive Exam will consist of 40 multiple-choice questions worth 2 points each.

Extra-Credit: Film Commentary (20 points)
This should be a 1-2 page typed commentary on the historical accuracy or inaccuracy of a film, chosen from a list of films to be provided or approved by the instructor with advance notice.
Grading Scale:

A: 93%-102.5% (744 points – 820 points)
A-: 90%-92% (720 points – 743 points)
B+: 87%-89% (700 points – 719 points)
B: 83%-86% (664 points – 699 points)
B-: 80%-82% (640 points – 663 points)
C+: 77%-79% (616 points – 639 points)
C: 73%-76% (584 points – 615 points)
C-: 70%-72% (560 points – 583 points)
D+: 67%-69% (536 points – 559 points)
D: 60%-66% (480 points – 535 points)
F: <60% (<480 points)

Students should expect assignments to be graded within 1 week of when they are submitted.

Course Policies:

Classroom Behavior:

For the Fall 2020 semester, as per university policies that have been implemented in an effort to slow the spread of the COVID-19 pandemic, students must wear some sort of facial mask or covering any time students are in the classroom. Students without face coverings will be asked to leave the classroom until they procure and wear a face covering, unless a student has previously registered a medical reason with the university for obtaining an exception to this policy.

In terms of classroom interaction, students are expected to be adults, so it should go without saying that students should respectfully listen to others when others are attempting to command the attention of the class for a relevant academic purpose.

In addition, I lean towards a maximal toleration of “free speech,” within the bounds that students should strive to consider the learning environment that they create for others and to make sure that their comments are not delivered in a needlessly personal or demeaning manner. I say “needlessly” because there are some statements which may be at the same time both worthy of intellectual consideration, such as the statement “private business ownership is inherently exploitative,” AND be unable to be conveyed in their essence without offending others, such as “private business owners” in the example above. I would expect private business owners, in the above example, to both feel rightfully offended and to recognize the necessity of, nevertheless, tolerating such speech due to the impossibility of conveying the essence of that statement without implying such offense. However, an example of a statement that would be “needlessly” offensive would be “capitalist pigs should get the guillotine,” as that statement focuses needlessly on the purported personal characteristics of those to whom it is addressed, and it also proposes or implies an imminent violent action that would serve to harm the learning environment of any business owners in the audience and to limit their practical ability and willingness to exercise their freedom of speech. Students should exercise particular caution when addressing any social phenomenon that contains a class, racial, ethnic, religious, gender, sexual orientation, and/or political dimension. Both the instructor and students should strive to help make the course a welcoming and collaborative environment for participants of all class, racial, ethnic, religious, gender, sexual orientation, and ideological backgrounds.
Attendance:

Students will need to sign a sign-in sheet at each class period that they attend. Students will receive 1 point for each class period for which they are in attendance, for a maximum of 40 points throughout the semester. It is their responsibility to remember to sign the sign-in sheet, and forged signatures for absent friends will be considered as cases of academic dishonesty.

In addition, students will be given a grade for general participation in class throughout the course, up to 40 points possible, based on the instructor's subjective evaluation. Students can expect to receive full points for participation if, throughout the semester, the student has made at least 3 contributions to class discussions that the instructor finds memorable or noteworthy. For 1-2 memorable contributions, students can expect 30-35 points. For exhibiting a consistent presence in class without specific memorable contributions, students can expect at least 25 points for participation.

Missed Exams:

Students may only make up a missed exam if the student has written documentation testifying to the necessity of the student's absence. However, in light of the need to err on the side of caution when feeling somewhat ill given the ongoing COVID-19 pandemic, I will be more flexible than usual when evaluating what constitutes suitable written documentation testifying to the necessity of an absence. It will ultimately be the instructor's subjective judgment as to which documented reasons will count as an excuse, but in addition to the usual documents such as doctors’ notes, I will also tend to accept e-mails from the student testifying to the illness as long as those e-mails are given in a timely fashion—namely, before the start of the class period that is going to be missed. In the case of being given a make-up exam, students should expect to see a different version of the exam than the version taken by students on the originally assigned date in class.

If students do not have documentation testifying to the necessity of their absences, they may still make up the essay portion of an exam outside of class as a take-home exercise for half-credit on that portion of the exam (i.e. for 10 total points possible rather than 20 points).

Late Primary Source Analysis Packets:

I will accept late Primary Source Analysis Packets with a 10% penalty for each class period that they are late. A due date means that the packets are due at the beginning of class on the date specified. Packets turned in later that day after class will be considered 1 class period late.

University Policies:

Academic Integrity:

Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. You are responsible for knowing and following the university’s academic integrity policy plus additional more-specific policies for each class. The university policy, formally known as the “Student Academic Integrity Policies and Procedures” is available online at Academic Integrity Policies and Procedures (Students) and also at the Reserves Desk in Meyer Library. Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.
Non-discrimination:

Missouri State University is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Institutional Equity and Compliance, Park Central Office Building, 117 Park Central Square, Suite 111, 417-836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor’s Department Head. Please visit the OIEC website.

Disability Accommodation:

If you are a student with a disability and anticipate barriers related to this course, it is important to request accommodations and establish an accommodation plan with the University. Please contact the Disability Resource Center (DRC) at the Disability Resource Center website, Meyer Library, Suite 111, 417-836-4192, to initiate the process to establish your accommodation plan. The DRC will work with you to establish your accommodation plan, or it may refer you to other appropriate resources based on the nature of your disability. In order to prepare an accommodation plan, the University usually requires that students provide documentation relating to their disability. Please be prepared to provide such documentation if requested. Once a University accommodation plan is established, you may notify the class instructor of approved accommodations. If you wish to utilize your accommodation plan, it is suggested that you do so in a timely manner, preferably within the first two weeks of class. Early notification to the instructor allows for full benefit of the accommodations identified in the plan. Instructors will not receive the accommodation plan until you provide that plan, and are not required to apply accommodations retroactively.

Classroom Technology:

As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the Office of the Provost prohibits the use by students of cell phones, pagers, PDAs, or similar communication devices during scheduled classes. All such devices must be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class. Given the fact that these same communication devices are an integral part of the University’s emergency notification system, an exception to this policy would occur when numerous devices activate simultaneously. When this occurs, students may consult their devices to determine if a university emergency exists. If that is not the case, the devices should be immediately returned to silent mode and put away. Other exceptions to this policy may be granted at the discretion of the instructor.

Emergencies:

At the first class meeting, students should become familiar with a basic emergency response plan through a dialogue with the instructor that includes a review and awareness of exits specific to the classroom and the location of evacuation centers for the building. All instructors are provided this information specific to their classroom and/or lab assignments in an e-mail prior to the beginning of the fall semester from the Office of the Provost and University Safety. Students with disabilities impacting mobility should discuss the approved accommodations for emergency situations and additional options when applicable with the instructor. For more information, visit University Safety.
Dropping a class:

It is your responsibility to understand the University’s procedure for dropping a class. If you stop attending this class but do not follow proper procedure for dropping the class, you will receive a failing grade and will also be financially obligated to pay for the class. For information about dropping a class or withdrawing from the university, contact the Office of the Registrar at 417-836-5520.

Video and audio recording class activity:

Students who wish to record lectures or class activities for study purposes should inform the faculty member first. Distribution or sale of recordings or other course materials is prohibited without the written permission of the instructor and other students who are recorded. Distribution without permission is a violation of copyright law and the Code of Student Rights and Responsibilities (Sections 4.6, 4.8, 4.9).

Religious accommodation:

The University may provide a reasonable accommodation based on a person’s sincerely held religious belief. In making this determination, the University reviews a variety of factors, including whether the accommodation would create an undue hardship. The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the University. Students who expect to miss classes, examinations, or other assignments as a consequence of their sincerely held religious belief shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Religious Accommodation Form to the instructor by the end of the third week of a full semester course or the end of the second week of a half semester course.

Mental health and stress management:

As a student you may experience a range of personal issues that can impede learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. You can learn more about free and confidential Missouri State University Counseling Center services available to assist you at counselingcenter.missouristate.edu.

Title IX policy:

Missouri State University has a Title IX policy that guides our response to instances of sexual violence. Sexual Violence includes: Rape, Sexual Assault, Sexual Misconduct, Sexual Discrimination, Domestic Violence, Dating Violence, Stalking, Sexual Harassment and Pregnancy issues. The Title IX policy can be located on the MSU Title IX website. This website is also a good resource for any questions or issues involving Title IX and contains contact information for the MSU Title IX Office and staff. Read an overview of the Title IX office.

If an MSU student discloses a Title IX related issue to a MSU faculty or staff member who is deemed to be a “Responsible Employee” under the policy, that faculty or staff member is required
to report such disclosure to the Title IX Coordinator. A responsible employee includes any employee who has the authority to take action to redress sexual violence; who has been given the duty of reporting incidents of sexual violence or any other misconduct by students to the Title IX Coordinator or other appropriate school designee; or whom a student could reasonably believe has the authority or duty to take action. Magers Health and Wellness Center employees and MSU Counseling Center Clinicians are not considered to be Responsible Employees under the policy, and therefore, are not required to report Title IX issues to the Title IX Coordinator.

Chosen name policy:

A student may choose a name other than their legal name to identify themselves at Missouri State University. A chosen name is different than the student’s legal name. Refer to the Chosen Name policy for more information. Students can provide their chosen first and middle names in the Profile tab of My Missouri State.

Course Schedule:

Note that this course schedule is subject to change due to school closings or other unforeseen circumstances. Please check your MSU e-mail and the course website on Blackboard frequently.

Unit 1: The Rise of American Capitalism and its Critics

Week 1

Tuesday, August 18th, 2020: First Day of Class. Introduction to the course.
Lecture and Discussion
Read sometime within the first two weeks:
   Sakai, pages 421-422.
   HST 122 Perspectives & Reading Materials Preview/Study Guide (handout on Blackboard)

Thursday, August 20th, 2020: America in the “Gilded Age”: Innovations and Inequalities
Lecture
Read before class:
   Sakai, pages 45-72.
Week 2

Tuesday, August 25th, 2020: Labor Unions & Populism as Responses to Economic Frustrations
Lecture
Read before class:
  Sakai, pages 143-174.

Thursday, August 27th, 2020: Labor Unions & Populism as Responses to Economic Frustrations
Primary Source Analysis & Discussion
Read before class:
  Parts 1 and 2 of Unit 1 Source Packet – Gilded Age & Populism primary sources.

Week 3

Tuesday, September 1st, 2020: Westward Migration as a Response to Economic Frustrations
Lecture
Read before class:
  Isenberg, pages 65-70.
  Sakai, pages 73-86.

Thursday, September 3rd, 2020: Westward Migration as a Response to Economic Frustrations
Primary Source Analysis & Discussion
Read before class:
  Part 3 of Unit 1 Source Packet – Western Frontier primary sources.

Week 4

Tuesday, September 8th, 2020: Progressivism as a Response to Economic Frustrations
Lecture
Read before class:
  Isenberg, pages 174-205.

Thursday, September 10th, 2020: Progressivism as a Response to Economic Frustrations
Primary Source Analysis & Discussion
Read before class:
  Part 4 of Unit 1 Source Packet – Teddy Roosevelt primary source.

Week 5

Tuesday, September 15th, 2020: Unit 1 Exam.
The Unit 1 Primary Source Analysis Packet is also due by class time on this day.

Unit 2: America’s Rise to World Power Status

Thursday, September 17th, 2020: U.S. Expansion into Latin America & the Pacific
Lecture and Primary Source Analysis & Discussion
Read before class:
Week 6

Tuesday, September 22nd, 2020: World War I in World Context
Lecture
Read before class:
   Part 2 of Unit 2 Source Packet – World War I sources.

Thursday, September 24th, 2020: America’s Role in World War I
Lecture and Primary Source Analysis & Discussion

Week 7

Tuesday, September 29th, 2020: The Origins of World War II
Lecture
Read before class:
   Adolf Hitler’s First Radio Address as German Chancellor, Feb. 1st, 1933. See
   Gilbert & Gott, The Appeasers, pages 3-25. (See Blackboard).
   Sakai, pages 212-219.

Thursday, October 1st, 2020: World War II: Military Operations
Lecture
Read before class:
   Part 3 of Unit 2 Source Packet – FDR’s “Four Freedoms Address.”

Week 8

Tuesday, October 6th, 2020: World War II: The Home Front
Lecture and Primary Source Analysis & Discussion
Read before class:
   Sakai, pages 220-227.

Thursday, October 8th, 2020: No class (Fall Holiday)

Week 9

Tuesday, October 13th, 2020: Unit 2 Exam.
The Unit 2 Primary Source Analysis Packet is also due on this date by class time.

Unit 3: The Rise and Fall of the “New Deal Consensus”
(American Social-Democratic “Liberalism”)

Thursday, October 15th, 2020: The Great Depression’s Origins and the New Deal
Lecture
Read before class:
   Isenberg, pages 206-230.
   Sakai, pages 175-211.
Week 10

Tuesday, October 20th, 2020: The Great Depression’s Origins and the New Deal
Primary Source Analysis & Discussion
Read before class:
   Part 1 of Unit 3 Source Packet – Great Depression sources.

Thursday, October 22nd, 2020: The 1950s “Golden Age of American Capitalism” and the “Great Society” Programs of the 1960s
Lecture
Read before class:
   Isenberg, pages 231-247.
   Sakai, pages 297-305.

Week 11

Tuesday, October 27th, 2020: The 1950s “Golden Age of American Capitalism” and the “Great Society” Programs of the 1960s
Primary Source Analysis & Discussion
Examine before class:
   Part 2 of Unit 3 Source Packet – 1950s sources.

Thursday, October 29th, 2020: The Civil Rights Movement & other social movements of the 1960s
Lecture
Read before class:
   Isenberg, pages 247-266.
   Sakai, pages 229-296.
   Excerpts from Julius Lester’s 1969 book “Revolutionary Notes” (see Blackboard).

Week 12

Tuesday, November 3rd, 2020: The Civil Rights Movement & other social movements of the 1960s
Primary Source Analysis & Discussion
Read before class:

Thursday, November 5th, 2020: The 1970s Malaise and Conservative Resurgence of the 1980s
Lecture
Read before class:
   Isenberg, pages 269-290.
   Sakai, pages 319-336.
   Sakai, pages 346-360.

Week 13

Tuesday, November 10th, 2020: The 1970s Malaise and Conservative Resurgence of the 1980s
Primary Source Analysis & Discussion
Read before class:
   Part 4 of Unit 3 Source Packet – Reaganism.
Thursday, November 12th, 2020: Unit 3 Exam.
The Unit 3 Primary Source Analysis Packet is also due by class time on this date.

Unit 4: America as Superpower, from the Cold War to the Present

Week 14

Tuesday, November 17th, 2020: The Cold War from 1947 to 1975 (including the Vietnam War)
Lecture
Read before class:
Excerpts from Noam Chomsky’s book “What Uncle Sam Really Wants” (see Blackboard).

Thursday, November 19th, 2020: The Cold War from 1947 to 1975 (including the Vietnam War)
Primary Source Analysis & Discussion
Read before class:
Parts 1, 2, 3, and 4 of Unit 4 Source Packet.

Week 15

Tuesday, November 24th, 2020: The End of the Cold War and the “End of History”
Lecture and Primary Source Analysis & Discussion
Read before class:
Parts 5 and 6 of Unit 4 Source Packet.

Thursday, November 26th, 2020: No class (Thanksgiving Break)

Week 16

Tuesday, December 1st, 2020: Recent Events (The “War on Terrorism,” The “New Atheism”
Culture War, The 2008 Economic Crisis, and the Age of Trump
Lecture and Primary Source Analysis & Discussion
Read before class:
Blackboard.
Isenberg, pages 308-321.

Thursday, December 3rd, 2020: The Unit 4 Exam.
The Unit 4 Primary Source Analysis Packet will also be due by class time on this date.
The Optional Extra-Credit Film Commentary will also be due by class time on this date.

Saturday, December 5th, 2020: The Final Comprehensive Exam. This Final Exam will take place between 8:00 am and 10:00 am on Saturday, December 5th in Strong Hall 0408.

COURSE PLAN FOR THE UNEXPECTED

The COVID-19 Stay-at-Home orders we experienced during Spring 2020 reinforced the need to plan for the unexpected. Below is how we will communicate and continue our work in this course
should the unexpected occur and in-person class meetings become impossible for some period of time.

**Question:** How will alternative instruction be delivered?

**Answer:** I will stick to the schedule above and post lecture notes and videos for each lesson to replace the “lecture” class periods. Attendance will be graded by tracking whether students have viewed the materials on Blackboard. To replace the “Primary Source Analysis & Discussion” class periods, I will post discussion boards on Blackboard and give students a window at least a week long in order to respond. Attendance and participation for those discussion class periods will be graded by examining student participation on those discussion boards.

**Question:** How often would I need to go to the online course?

**Answer:** You will be expected to participate in the online activities for as long as we are unable to meet on campus. This may be one day if we experience an ice storm, or it could be several weeks if we experience something like another COVID-19 outbreak. You would be expected to go to the course site at least twice a week to examine lecture notes and participate in discussion boards.

**Question:** How would I meet with my Instructor?

**Answer:** I will hold virtual office hours using Zoom during my designated office hours at the following link: [https://otc.zoom.us/j/5673897209](https://otc.zoom.us/j/5673897209) Note that I would likely require a password in order for students to enter into each Zoom office hour session, which I would post in an announcement on Blackboard. In addition, emails will be responded to within 48 hours.

**Question:** How would I take exams and turn in assignments?

**Answer:** Exams would be given through Blackboard. If possible, students would be given at least a 3-day window to complete exams. Assignments would be turned in either through drop-boxes on Blackboard or by e-mailing me, with the same due dates as specified in the schedule above unless otherwise noted. When e-mailing anything to me during this semester, be sure to e-mail from your Missouri State e-mail account.

**Question:** How will I know what grade I received on an assignment or test?

**Answer:** For items submitted on Blackboard, you can view grades and feedback in “My Grades” on Blackboard. For items that were e-mailed to me, the grades will be manually inputted into Blackboard and visible there under “My Grades,” but I will probably give feedback in an e-mail reply.

**Question:** Is it possible to receive course announcements as a text?

**Answer:** If you are using the Blackboard app, you can have announcements sent to you as a text message using the instructions in this step-by-step guide.