



HISTORY 122
UNITED STATES HISTORY SINCE 1877
SPRING SEMESTER 2022

Course Syllabus – Revised 01/14/2022

Course Code: HST 122-010

Course Location: Strong Hall 0401 (Seated course)

Course Meeting Times: Tuesdays and Thursdays, 9:30 am to 10:45 am

Course ID#: 40260

Instructor: Matthew Opitz

Office: Strong Hall 430, History Department Adjunct Instructor Lab

Office Hours: Tuesdays and Thursdays (on days when classes are in session), 11:00 am to noon.

E-mail: MatthewOpitz@missouristate.edu. When e-mailing me, please use your MSU e-mail account for all communications associated with this course.

Zoom link: <https://otc.zoom.us/j/5673897209>

If you would like to schedule an in-person meeting or Zoom meeting outside of my normal office hours, please e-mail me. I will respond to e-mails within 48 hours.

STUDENT SUCCESS AND INCLUSIVITY:

At Missouri State University we are committed to your success and the creation of an environment where all students are welcome. As a community of learners, we acknowledge the value in the engagement and exchange of ideas with individuals, whose backgrounds may be different than our own.

A key element to your success as a student is to actively engage in the course activities, with your peers, and me - your instructor. If you anticipate or experience academic barriers during the course, contact me right away so we can discuss options for addressing those barriers. Missouri State University (as an institution) and I (as a human being and instructor of this course) are committed to full inclusion in education for all persons. Services and reasonable accommodations are available to persons with temporary and permanent disabilities, to students facing mental health or other personal challenges, and to students with other kinds of learning challenges. Please let me know if there are circumstances affecting your ability to participate in class. Some resources that might be of use include:

- [Disability Resource Center](#)
- [Counseling Center](#)
- [Multicultural Center](#)
- [Academic Advising & Transfer Center](#)

Blackboard Ally

To help ensure you have access to your digital learning materials in formats that work for your different devices, learning needs, and preferences, Blackboard includes a new tool called Ally. Next to your course files, you'll find an icon for a dropdown menu. Simply click the icon and select "Alternative Formats." You'll see a list of options from which to choose. Download speed will depend on the size file.

Depending on the type of document, you may find some or all of the options below available:

- An OCR'd PDF which is used to improve the text of scanned documents
- A Tagged PDF with improved navigation, especially if you use a screen reader
- An HTML version that will be adjust text for your mobile devices
- An ePub version if you use an eReader or tablet
- An Electronic Braille version if you're a braille reader
- An audio version for listening to an MP3
- BeeLine Reader used to add a color gradient technique to enhance focus and increase reading speeds

Explore the [Accessibility website](#) to learn about ways we are working to improve accessibility at MSU.

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: History in the Making: An Absorbing Look at How American History Has Changed in the Telling over the Last 200 Years

Author: Kyle Ward

Edition: Reprint Edition

Publisher: The New Press (New York)

Copyright: 2007

ISBN: 978-1595582157

2. REQUIRED, but to be provided by the instructor on Blackboard:

Primary Source Analysis Packets for Units 1 – 4.

Excerpts from Gilbert, Martin, and Gott, Richard. *The Appeasers: The decline of democracy from Hitler's rise to Chamberlain's downfall*. Boston: Houghton Mifflin Company, 1963.

Excerpts from Lester, Julius. *Revolutionary Notes*. New York: Grove Press, Inc., 1969.

Excerpts from Chomsky, Noam. *What Uncle Sam Really Wants*. Berkeley: Odonian Press, 1992.

Excerpts from Sakai, J. *Settlers: The Mythology of the White Proletariat From Mayflower to Modern*. Oakland, CA: PM Press, 2014.

Other supplementary articles and materials as deemed necessary to be provided on Blackboard.

Graded Assignments:

80 points – Unit 1 Source Analysis Packet

80 points – Unit 1 Exam

80 points – Unit 2 Source Analysis Packet

80 points – Unit 2 Exam

80 points – Unit 3 Source Analysis Packet

80 points – Unit 3 Exam

80 points – Unit 4 Source Analysis Packet

80 points – Unit 4 Exam

80 points – Final Comprehensive Exam

40 points – Attendance

40 points – In-class participation

800 points – TOTAL

20 points – Extra-Credit Film/Game/Book/Media Commentary (Optional)

Source Analysis Packets will be collections of primary and secondary 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 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 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 some number of multiple-choice questions for at least half (sometimes as much as 3/4ths) of the 80 total points, and some number of short essay responses worth the remainder of the 80 points.

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

Extra-Credit: Film/Game/Book/Media Commentary (20 points)

This should be a 1-2 page typed commentary on the historical accuracy or inaccuracy of a film, game, book, or other type of media chosen from a list of pre-approved media 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:

COVID-19 Masking Policy:

Masks are required to be worn in all buildings on campus, including in hallways, elevators, stairwells, classrooms, restrooms, study areas, departmental suites, conference rooms and other common areas, until given further notice by Missouri State University.

Consistent with this CDC guidance, the university is implementing the following policy in order to prevent and/or slow the spread of COVID-19 among university community members. This policy will apply to intersession courses, for purposes of the classroom environment, effective August 16, 2021. Otherwise, this policy is effective for all campus locations as of August 22, 2021. The policy will be evaluated no less frequently than every 30 days, and is subject to modification, continuation, or discontinuation, as deemed appropriate by the president in consultation with the Board of Governors.

Students who have not been granted an accommodation and who refuse to wear a mask while in the classroom or other academic settings are subject to administrative withdrawal, consistent with [Op3.04-11 Class Disruption](#). Additionally, students who fail to comply with this policy in areas outside the classroom or other academic settings are subject to disciplinary action consistent with the [Code of Student Rights and Responsibilities](#).

[View full COVID-19 masking policy and FAQs about masking](#)

Classroom Behavior:

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 receive 1 point for each class period for which they are in attendance, for up to a maximum of 40 points throughout the semester. If students come in late, it is the student's responsibility to remind me to update their attendance for that day at the end of class.

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 4 contributions to class discussions that the instructor finds memorable or noteworthy. In general, each noteworthy contribution will be worth 10 points, up to a maximum of 40 points for 4 contributions throughout the semester. Note that there are also optional discussion forums on the Blackboard course website on which students may participate for participation points (10 points per significant post). Students can also, by posting on these optional discussion boards, make up attendance points that they missed, with each participation being worth 1 attendance make-up point.

Missed Exams and Late Primary Source Analysis Packets:

In light of the need to err on the side of caution during the ongoing COVID-19 pandemic when feeling somewhat sub-optimal (even if no positive test or doctor's note is available to justify an absence), students will, with no questions asked, be allowed 1 opportunity during the semester to make-up a missed unit exam by completing an alternative essay assignment from home with a due date 1 week later from when the student receives the alternative essay assignment. Note that this make-up opportunity will not apply to the Final Exam.

Otherwise, students may only make up a missed exam if the student has written documentation (such as a note from the health center or a doctor) testifying to the necessity of the student's absence. It will ultimately be the instructor's subjective judgment as to which documented reasons will count as an excuse. 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.

I will accept late Primary Source Analysis Packets with a 10% penalty for each week 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 week late.

University Policies:

Nondiscrimination

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, Carrington Hall 205, 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 your approved accommodation plan until you request faculty notification be sent through the Bear Access portal. Please note, instructors are not required to apply approved accommodations retroactively.

Title IX Policy

Missouri State University does not discriminate on the basis of sex in the education program or activity that it operates, including in admission and employment. Concerns regarding discrimination on the basis of sex, including sexual harassment, should be referred to Jill Patterson, Title IX Coordinator, Carrington 205, 901 S. National Ave., Springfield, MO 65897, 417-836-8506, or TitleIX@MissouriState.edu. MSU has adopted a grievance procedure policy for the prompt and equitable resolution of allegations of sexual discrimination, including sexual harassment. This policy is available at the [Title IX website](#). Individuals may report an allegation of sex discrimination, file a complaint of sexual discrimination, or file a formal complaint of sexual harassment by contacting MSU's Title IX Coordinator at Carrington 205, 901 S. National Ave., Springfield, MO 65897, 417-836-8506, TitleIX@MissouriState.edu, or visiting the [Title IX website](#).

Lauren's Promise

I will listen and believe you if someone is threatening you.

Lauren McCluskey, a 21-year-old honors student-athlete, was murdered on October 22nd, 2018, by a man that she had briefly dated on the University of Utah's campus.

If you are in immediate danger, call 911 immediately.

If you are experiencing sexual assault, domestic violence, and or stalking, please reach out to the Title IX Office and they will connect you to resources. You may also call The Victim Center at 417-864-7233 (SAFE) (There is a 24-hour crisis hotline).

MSU has an on-campus option, The Counseling Center, which is located in the Magers Health and Wellness Center (417-836-5116) where students have access to licensed psychiatrists, psychologists, and counselors. MSU students may access 8 sessions per semester in the Counseling Center without cost. Additionally, The Victim Center is an off-campus free counseling service for victims of sexual assault and dating and domestic violence.

Resource Phone Numbers (non-emergency) and Websites:

- [Title IX Website](#); Title IX Phone number: 417-836-6810
- [Green Dot Website](#)
- [Project Heal Website](#)
- [The Victim Center Website](#); Victim Center phone number: 417-863-7273
- Springfield Police Department non-emergency phone number: 417-864-1810
- [Missouri State University Safety Website](#); University Safety phone number: 417-836-5509

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 & 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. Learn Visit the [Missouri State University Counseling Center website](#) to learn more about free and confidential services available to assist you.

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](#).

Suicide Prevention

In accordance with Missouri law (Mo. Rev. Stat. §173.1200), the University has established a policy regarding Suicide Prevention, available Suicide Programs and Related Procedures. You can read the policy as well as view a list of national, state and local resources on the [Suicide Prevention, Available Suicide Programs and Related Procedures](#) section of the Missouri State University website.

Student Requirements for Technology

The use of technology is a part of our everyday lives at the university and there is important information you should know about your own computer's capabilities, Internet access, Blackboard, and other technology tools whether you are participating in a classroom on campus or taking an online class. Visit the [Computer Services Computer Requirements website](#) to locate information you need to know about hardware and software requirements your personal devices will need to be successful in your courses. If you are conveniently located to campus, the computers available in the open-access computer labs on campus meet or exceed the suggested specifications.

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.

Examples of academic integrity violations include allowing someone else to copy or use your assignments or exams, turning in papers used in other courses or from the internet, and/or using notes or your book for a closed-book exam. Plagiarism means presenting someone else's work as your own (e.g., copying or paraphrasing someone else's work without appropriate citations). Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

Cell Phone Policy

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.

Audio/Video Recording of Course 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).

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 836-5520. You can access the [Academic Calendar](#) on the MSU website to view drop and refund deadlines for the semester.

Emergency Response

During 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 Safety and Transportation. 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 [Safety and Transportation](#).

Cultural Competence Statement

Cultural Competence, as one of the pillars of the Public Affairs Mission at Missouri State University (MSU), is the capacity to empathize with and ability to effectively and appropriately interact with people who have different backgrounds. These individuals and groups include, but are not limited to, differences in nationality, culture, religion, ethnicity, race, gender, age, sexual orientation, gender expression, disability and socio-economic status. Cultural consciousness involves developing an understanding of how these differences impact access to higher education and inclusion in the broader community. Cultural competence requires both humility and a lifelong pursuit of knowledge and awareness of differences relative to one's own worldview (Statement jointly developed by the Provost Diversity Council and The Office of Diversity and Inclusion, May 2021).

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.

Week 1 – Introduction to the Course

Tuesday, January 18th, 2022: First Day of Class. Personal Introductions & Course Policies

Outside of class, read sometime within the first week:

- This course syllabus and schedule on Blackboard.

Thursday, January 20th, 2022: Introduction to major themes in the course.

Read before class:

- Kyle Ward, *History in the Making*, Editor's Note (pages xiii-xv). ~3 pages.
- Stephen Sawchuk, “What Is Critical Race Theory, And Why Is It Under Attack?” *Education Week*, May 18, 2021. Internet; available from <https://www.edweek.org/leadership/what-is-critical-race-theory-and-why-is-it-under-attack/2021/05>. Accessed 1/14/2022. Excerpt available on Blackboard. ~8 pages.
- Ross Douthat, “What Progressives Want, And What Conservatives Are Fighting,” and “The Excesses of Antiracist Education.” *The New York Times*, July 3, 2021. Internet; available from <https://www.nytimes.com/2021/06/26/opinion/critical-race-theory-schools-history.html> and <https://www.nytimes.com/2021/07/03/opinion/antiracist-education-history.html>. Accessed 1/14/2022. Excerpt available on Blackboard. ~6 pages.

Unit 1: The Rise of American Capitalism and its Critics

Week 2

Tuesday, January 25th, 2022: America's Gilded Age Industrialization, its Frustrations, and its Critics

Read before class:

- Lecture notes on the Gilded Age on Blackboard (under “Review Materials” in Unit 1). ~5 pages.
- Kyle Ward, *History in the Making*, Chapter 30 on “Immigration,” pages 224-234. ~11 pages.

Thursday, January 27th, 2022: Labor Unions, Socialism, Anarchism, Charity, and Social Darwinism as Responses to Gilded Age Economic Frustrations

Read before class:

- Kyle Ward, *History in the Making*, Chapter 29 on “Eugene V. Debs and the Pullman Strike,” pages 217-223. ~7 pages.
- Part 1 of Unit 1 Source Packet – Gilded Age primary sources. ~8 pages.

Week 3

Tuesday, February 1st, 2022: Populism as a Response to Gilded Age Economic Frustrations

Read before class:

- Lecture notes on Populism on Blackboard (under “Review Materials” in Unit 1). ~5 pages.
- Part 2 of Unit 1 Source Packet – Populism primary sources. ~8 pages.

Thursday, February 3rd, 2022: Westward Migration as a Response to Economic Frustrations

Read before class:

- Lecture notes on the Western Frontier on Blackboard (under “Review Materials” in Unit 1). ~5 pages.
- Sakai, pages 55-86. Excerpt available on Blackboard. ~32 pages.

Week 4

Tuesday, February 8th, 2022: The Effect of the Western Frontier on American History

Read before class:

- Part 3 of Unit 1 Source Packet – Western Frontier primary sources. ~7 pages.

Thursday, February 10th, 2022: Progressivism as a Response to Economic Frustrations

Read before class:

- Lecture notes on Progressivism on Blackboard (under “Review Materials” in Unit 1). ~5 pages.
- Kyle Ward, *History in the Making*, Chapter 31 on “Women's Suffrage,” pages 236-240. ~5 pages.
- Part 4 of Unit 1 Source Packet – Teddy Roosevelt & H.L. Mencken sources. ~7 pages

Week 5

Tuesday, February 15th, 2022: Unit 1 Exam.

The Unit 1 Primary Source Analysis Packet is also due by class time on this day via Blackboard dropbox, e-mail, or in-class hard-copy.

Unit 2: America’s Rise to World Power Status

Thursday, February 17th, 2022: U.S. Expansion into Latin America & the Pacific

Read before class:

- Lecture notes on US Expansion into Latin America and the Pacific on Blackboard (under “Review Materials” in Unit 2). ~5 pages.
- Kyle Ward, *History in the Making*, Chapter 32 on “The Sinking of the USS Maine,” pages 241-245. ~5 pages.
- Kyle Ward, *History in the Making*, Chapter 33 on “The Philippine-American War,” pages 246-252. ~7 pages.
- Part 1 of Unit 2 Source Packet – U.S. Imperialism primary sources. ~6 pages.

Week 6

Tuesday, February 22nd, 2022: World War I in World Context

Read before class:

- Lecture slides on World War 1 on Blackboard (under “Review Materials” in Unit 2).
- Part 2 of Unit 2 Source Packet – World War I sources. ~17 pages.

Thursday, February 24th, 2022: The US in World War I

Read before class:

- Kyle Ward, *History in the Making*, Chapter 34 on “The Espionage Act,” pages 253-256. ~4 pages.
- Kyle Ward, *History in the Making*, Chapter 35 on “The League of Nations,” pages 257-265. ~9 pages.

Week 7

Tuesday, March 1st, 2022: The Origins of World War II

Read before class:

- Lecture slides on World War 2 on Blackboard (under “Review Materials” in Unit 2).
- Adolf Hitler’s First Radio Address as German Chancellor, Feb. 1st, 1933. See <https://www.facinghistory.org/holocaust-and-human-behavior/chapter-5/hitlers-first-radio-address>. ~5 pages.
- Gilbert & Gott, *The Appeasers*, pages 3-25. (See Blackboard). ~23 pages.

Thursday, March 3rd, 2022: World War II Turning Points

Read before class:

- Kyle Ward, *History in the Making*, Chapter 38 on “The Bataan Death March,” pages 279-281. ~9 pages.
- Kyle Ward, *History in the Making*, Chapter 41 on “The Bombing of Hiroshima and Nagasaki,” pages 289-292. ~4 pages.

Week 8

Tuesday, March 8th, 2022: The US Military and Home Front in World War II

Read before class:

- Kyle Ward, *History in the Making*, Chapter 39 on “Japanese Internment,” pages 282-284. ~3 pages.
- Kyle Ward, *History in the Making*, Chapter 40 on “Rosie the Riveter,” pages 285-288. ~4 pages.
- Part 3 of Unit 2 Source Packet – FDR’s “Four Freedoms Address” and 1945 Department of Defense Film “Don't Be A Sucker.” ~5 pages.

Thursday, March 10th, 2022: Unit 2 Exam. The Unit 2 Primary Source Analysis Packet is also due on this date by class time via Blackboard dropbox, e-mail, or in-class hard-copy.

Midterm grades will be submitted before 2:00 pm on Wednesday, March 23rd, 2022.

Week 9 – SPRING BREAK – NO CLASSES THE WEEK OF MARCH 14TH

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

Week 10

Tuesday, March 22nd, 2022: The Great Depression’s Origins and Relevant Economic Theories

Read before class:

- Lecture slides on The Great Depression on Blackboard (in “Review Materials” in Unit 3)
- The Great Depression Economic Diagrams on Blackboard (in “Review Materials” in Unit 3)
- Kyle Ward, *History in the Making*, Chapter 36 on “Causes of the Stock Market Crash,” pages 269-274. ~6 pages.

Thursday, March 24th, 2022: The New Deal

Read before class:

- Kyle Ward, *History in the Making*, Chapter 37 on “Social Security Act,” pages 275-278. ~4 pages.
- Part 1 of Unit 3 Source Packet – The Great Depression sources (cartoon & excerpt from John Steinbeck's *The Grapes of Wrath*). ~6 pages.

Week 11

Tuesday, March 29th, 2022: The Postwar “Golden Age of American Capitalism” - The 1950s

Read before class:

- Lecture notes on The 1950s on Blackboard (under “Review Materials” in Unit 3). ~5 pages.
- Part 2 of Unit 3 Source Packet – The sources on the 1950s. ~7 pages.

Thursday, March 31st, 2022: The Postwar “Golden Age of American Capitalism” - The 1960s

Read before class:

- Lecture notes on The Turbulent 1960s on Blackboard (under “Review Materials” in Unit 3). ~5 pages.

Week 12

Tuesday, April 5th, 2022: The Civil Rights Movement vs. Black Nationalism vs. The Black Panthers

Read before class:

- Kyle Ward, *History in the Making*, Chapter 45 on “Desegregation and the Civil Rights Movement,” pages 306-308. ~3 pages.
- Part 3 of Unit 3 Source Packet – MLK Jr. vs. Malcolm X vs. Julius Lester. ~15 pages.

Thursday, April 7th, 2022: Other social movements of the 1960s

Read before class:

- Kyle Ward, *History in the Making*, Chapter 49 on “The Counterculture,” pages 321-325. ~5 pages.

- Kyle Ward, *History in the Making*, Chapter 51 on “The Modern Feminist Movement,” pages 329-332. ~4 pages.
- Excerpts from Julius Lester’s 1969 book “Revolutionary Notes” (see Blackboard). ~40 pages.

Week 13

Tuesday, April 12th, 2022: The 1970s Malaise and Conservative Response of the 1980s

Read before class:

- Lecture notes on The 1970s Malaise and 1980s Conservative Response on Blackboard (under “Review Materials” in Unit 3). ~5 pages.
- Kyle Ward, *History in the Making*, Chapter 53 on “The Reagan Revolution,” pages 336-340. ~5 pages.
- Part 4 of Unit 3 Source Packet – On Reaganism. ~2 pages.

Thursday, April 14th, 2022: No Class (Spring Holiday)

Week 14

Tuesday, April 19th, 2022: Unit 3 Exam. **The Unit 3 Primary Source Analysis Packet is also due by class time on this date via Blackboard dropbox, e-mail, or in-class hard-copy.**

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

Thursday, April 21st, 2022: The Origins of the Cold War and The Korean War

Read before class:

- Lecture notes on The Korean War and Cold War Covert Operations on Blackboard (under “Review Materials” in Unit 4). ~5 pages.
- Kyle Ward, *History in the Making*, Chapter 42 on “The Marshall Plan,” pages 295-297. ~4 pages.
- Kyle Ward, *History in the Making*, Chapter 43 on “Truman Fires MacArthur,” pages 298-300. ~4 pages.
- Kyle Ward, *History in the Making*, Chapter 44 on “McCarthyism,” pages 301-305. ~5 pages.
- Part 1 of the Unit 4 Source Packet on Eisenhower's Farewell Address. ~4 pages.

Week 15

Tuesday, April 26th, 2022: The Cuban Missile Crisis and Cold War Covert Ops

Read before class:

- Kyle Ward, *History in the Making*, Chapter 46 on “The Bay of Pigs,” pages 309-311. ~4 pages.
- Read before class: Excerpts from Noam Chomsky’s book “What Uncle Sam Really Wants”

(see Blackboard). ~2 pages.

- Parts 2 and 4 of the Unit 4 Source Packet.

Thursday, April 28th, 2022: The Vietnam War

Read before class:

- Lecture notes on The Vietnam War on Blackboard (under “Review Materials” in Unit 4). ~5 pages.
- Kyle Ward, *History in the Making*, Chapter 47 on “The Laotian Crisis,” pages 312-314. ~4 pages.
- Kyle Ward, *History in the Making*, Chapter 48 on “The Gulf of Tonkin,” pages 317-320. ~4 pages.
- Part 3 of the Unit 4 Source Packet (on the Vietnam War). ~2 pages.

Week 16

Tuesday, May 3rd, 2022: The End of the Cold War

Read before class:

- Lecture notes on The End of the Cold War and The “End of History” on Blackboard (under “Review Materials” in Unit 4). ~5 pages.
- Kyle Ward, *History in the Making*, Chapter 50 on “Nixon in China,” pages 326-328. ~4 pages.
- Kyle Ward, *History in the Making*, Chapter 52 on “The Camp David Accords,” pages 333-335. ~4 pages.
- Part 5 of the Unit 4 Source Packet (on Ronald Reagan's foreign policy). ~1 page.

Thursday, May 5th, 2022: The “End of History” and the 1990s

Read before class:

- Part 6 of the Unit 4 Source Packet (on Francis Fukuyama's “End of History” argument). ~3 pages.

Week 17

Tuesday, May 10th, 2022: Recent Events (The “War on Terrorism,” The “New Atheism” Culture Wars, The 2008 Economic Crisis, China's Rise, The Trump Era, and the COVID crisis)

Read before class:

- Lecture slides on Recent History on Blackboard (under “Review Materials” in Unit 4).
- “New Atheism: The Godlessness That Failed” by Scott Alexander, slatestarcodex.com. See Blackboard. ~6 pages.

Thursday, May 12th, 2022: The Unit 4 Exam.

- **The Unit 4 Primary Source Analysis Packet will also be due by class time on this date via Blackboard dropbox, e-mail, or in-class hard-copy.**
- **The Optional Extra-Credit Film Commentary will also be due by class time on this date via Blackboard dropbox, e-mail, or in-class hard-copy.**
- **This will also be the deadline for any make-up work to be turned in.**

Week 18 – Final Exam Week:

THE FINAL EXAM: Tuesday, May 17th, 8:45 am to 10:45 am in Strong Hall 0401.

Final grades will be submitted by 2:00 pm on Monday, May 23rd, 2022.

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 upon request or arranged appointment at the following link: <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, I will manually put the grades into Blackboard where they will be visible 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](#).