

**HISTORY 122**  
**UNITED STATES HISTORY SINCE 1877**  
**SECTIONS 1 & 7**  
**SPRING SEMESTER 2022**

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**Office Hours (only via Zoom): Friday, 2-5 p. m. and by appointment**

**Office Hours and Appointments Procedures**

I will be holding office hours and appointments only via Zoom this semester. To arrange a Zoom meeting during my office hours, email me during those hours and indicate you would like to have a Zoom meeting. I should reply within a few minutes by sending an email with a hyperlink for the Zoom meeting. If you do not receive a reply within a few minutes, it is likely that I am meeting with another student during my office hours. I will reply as soon as possible. I am also happy to make appointments for Zoom meetings at other times. Email me and request an appointment for a time other than office hours.

**Email Procedures**

When you send an email to me, please indicate the class (HST 122-1 or HST 122-7) in which you are enrolled. If you email during the week, you can expect that I will answer within 24 hours (unless you email during office hours, as noted above). If you email over the weekend, it may be Monday before I respond. I prefer email communications over telephone calls. You are welcome to try reaching me via phone, but if I don't answer I suggest sending an email rather than leaving a voicemail.

**Course Description**

This course is a general introduction to United States history since 1877. We will examine political, social, and economic developments in the United States since 1877. Outside of class students will focus on reading a history textbook to provide a broad overview of United States history. In class students will learn to “do history” by developing the skills historians use to read and analyze historic documents (called “primary sources”) and to write history. We will focus our in-class work with primary sources on the struggles of ordinary people for economic and racial justice.

## **Course Objectives**

HST 122 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.

## **Textbook**

The one required book for the course, available through the University Bookstore, is:  
Eric Foner, *Give Me Liberty! Volume 2* (Brief Sixth Edition)

## **Other Readings**

Online primary sources (details in the course schedule) requiring computer access.

## **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.

## **Computer Requirements:**

For information on the basic computer requirements to be successful in class visit the [Knowledge Base for Computer Requirements](#) on the Missouri State University website.

## **Blackboard:**

Blackboard will be used for our course. I will use the announcements tool to post information about the course as the semester progresses. You should check Blackboard and/or your email daily for such announcements. The syllabus, exam study guides, assignments, and other “handouts” will be posted on Blackboard. Weekly textbook chapters quizzes will be completed outside of class via Blackboard. Other assessments that are currently to be submitted in class may instead be submitted through Blackboard if conditions require such a change. Those details will be provided in class and/or via announcements. You will also have access to view your grades through the My Grades link so you can stay up to date on how you are doing in the course. If you are unfamiliar with how to use Blackboard, I recommend reviewing the [Blackboard Basics for Students](#) on the Computer Services Knowledge Base.

## **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 OCRred 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 Requirements/Assessments

Some course assessments will be completed outside of class using Blackboard. Other assessment will be turned in during class (unless changing conditions require them to be submitted via Blackboard).

**1. Textbook Chapter Quizzes:** Most weeks you will complete a ten-question quiz on Blackboard over a textbook chapter. The quizzes will be all objective questions (mostly multiple-choice; perhaps some true-false). Quizzes are open-book/open-note, but they are timed. You will have only 20 minutes to complete a ten-question quiz. I will not have Blackboard stop the quiz if you go over time (this creates too many potential problems), but students who take longer than the allotted 20 minutes will be penalized 5 points (out of 20 points possible). Because you have only 20 minutes to complete 10 questions you will need to know the material well and mostly not rely on looking up answers in your textbook or notes. **You are not allowed to received help from anyone else while taking the quiz.** For information about studying for these quizzes, please see the separate **TEXTBOOK QUIZZES** document in the Course Information folder on Blackboard.

**2. Class Participation:** Most of our time in class will be spent discussing primary sources (historic documents) that you will read outside of class. Consequently, it is important that you come to class regularly and do the assigned reading carefully and as scheduled. I may call on those students who do not volunteer during discussions so that everyone has an opportunity to participate. I will maintain detailed records of class participation which evaluate both the quantity and quality of your contributions. I will use these records to assign a grade for class participation at the end of the semester. Students who wish to receive a high grade for class participation will contribute regularly and in an informed manner to our discussions. I reserve the right to administer pop quizzes covering the assigned readings. Results of such pop quizzes will be used in calculating class participation grades.

**3. Primary Source Analysis:** You will complete a written analysis of primary sources during our first primary source unit that deals with the 1877 railroad strikes. More information will be provided in a formal primary source analysis assignment discussed in class closer to the date for the assignment.

**4. Paper:** You will write a short paper (4-5 pages) about the Montgomery Bus Boycott after we have discussed primary sources dealing with that topic. Class time will be devoted to a “writers’ workshop” to help you develop the skills needed for writing the paper. More information will be provided in a formal assignment discussed in class closer to the date for the assignment.

**5. Exams:** I will administer a midterm and final exam. Each exam will contain objective and/or written questions to test your mastery over the primary sources we have discussed during class. More information will be provided on an exam study guide distributed at least one week prior to the exam.

### ***Points***

Textbook Quizzes (13 @ 10 points)	130 points
Class Participation	100 points
Primary Source Analysis	100 points
Bus Boycott Paper	100 points
Midterm Exam	100 points
<u>Final Exam</u>	<u>100 points</u>
Total	630 points

### ***Grading Scale***

I will use plus-minus grading when assigning final grades in the class. Below is the point grading scale I will use:

A = 585-630	B = 522-547	C = 459-484	D = 378-421
A- = 567-584	B- = 504-521	C- = 441-458	F = 0-377
B+ = 548-566	C+ = 485-503	D+ = 422-440	

### ***Pandemic Plans***

There is no classroom “Zoom” option for students who must miss class. You will need to make arrangements with other students to get notes from class periods you miss. However, it is possible that due to the pandemic (or other unforeseen circumstances) we may have to switch the entire class to a virtual format at some point. If this happens, it will hopefully only be for a short period of time. If such a change becomes necessary, this is how I will conduct the course:

Announcements: If we switch to a virtual format you are required to check for Blackboard announcements daily.

Class discussion: We will discuss assigned course readings via Zoom at our regular class time. Attendance at these Zoom sessions will be required and class participation points will still be awarded. If this becomes necessary, I will provide a Zoom link and more information about how we will conduct the class.

Assessments: Textbook chapter quizzes are already scheduled to be administered via Blackboard. If our seated class is not able to meet in the classroom, I may administer the exam(s) via Blackboard. I also may require you to submit your primary source analysis assignment and/or paper via Blackboard. Those decisions will be based on the length of time the class is forced to meet virtually.

## **Course Policies**

### ***Attendance***

I expect you to attend all class meetings unless you have an excusable reason for an absence. Most students find course material difficult to understand without the benefit of class discussions. I will maintain attendance records for the class, but I will not penalize students directly for poor attendance. Students with poor attendance should expect, however, to perform poorly on exams and assignments and likely will receive a low grade for class participation.

### ***Makeup Exams and Late Work***

Students who miss a quiz, exam or assignment/paper due date because of an excused absence may make up the quiz or exam or turn in the essay/assignment late without penalty. I will determine what constitutes an excused absence. (Usually excused absences include illness, required COVID isolation or quarantine, family emergencies, or unavoidable work conflicts.) Makeup quizzes will still be objective questions. Makeup exams will be entirely essay/short answer. I will require documentation to consider a missed quiz, exam, or assignment due date as excused unless it is COVID related. COVID related absences do not require documentation. Students who cannot document non-COVID related absences as excused may still make up missed exams or turn in assignments late. As a penalty, quiz and exam scores will be reduced by twenty percent and assignment/paper scores reduced by ten percent for each day that the assignment/paper is late. There are no makeups for missed in-class pop quizzes over primary sources.

Makeup quizzes will be administered via Blackboard. You should email me to request an opportunity to makeup the missed quiz. Makeup midterm exams will be administered during Study Day at 9 a. m. Makeup final exams pose a significant problem. If time and my schedule allow, makeup final exams will be scheduled later during the final exam week. If time and/or my schedule do not allow, an incomplete grade may be assigned until the student can make up the exam. However, if you miss the final exam, I will assign a grade of zero points unless you contact me about making up the exam or taking an incomplete grade. Later assignments and papers should be submitted in class. If that proves impossible, contact me via email for permission to submit the late work electronically.

## **University Policies**

The purpose of the [University Syllabus Policy Statements](#) is to support teaching and learning on the Missouri State campus. The established policies are in place to ensure that students, faculty, and staff may pursue academic endeavors with as few obstacles as possible.

As a student at Missouri State University, you are a part of the university community. Therefore, you are responsible for familiarizing yourself with the [University Syllabus Policy Statements](#). These policies cover topics such as nondiscrimination, disability accommodation, academic integrity, among many others. You may follow the link in this syllabus or on the Blackboard course page to locate these university policies.

## **Academic Dishonesty**

I will follow all university procedures for dealing with academic dishonesty. I will provide information on each assignment about expectations regarding academic integrity. In general, you are not allowed to assist other students with out-of-class assessments (quizzes, assignments, and papers) or use notes during in-class pop quizzes and exams (unless allowed by the instructor). You also must be careful not to plagiarize from assigned course readings or other written materials, whether printed or online, when completing written assignments. Any case of academic dishonesty will result in assignment of a failing grade on the assignment and possibly in the course, depending on the severity of the infraction. If a failing grade is assigned in the course it may be an XF grade, indicating academic dishonesty. If you engage in academic dishonesty, you may also be subject to disciplinary action by the university.

## **Course Schedule**

This is a schedule of assigned readings and due dates for all assessments. It also contains hyperlinks for assigned primary sources that we will discuss in class.

Please read all primary sources assigned for each day before coming to class. Because this is a discussion-based class it is difficult to be certain that we will always cover all assigned material on a given day. If adjustments to the schedule are necessary, they will be announced in class and/or posted on Blackboard. Check your email and Blackboard daily.

### **Week 1: January 17-23**

#### ***Outside of Class:***

1. Read: *Give Me Liberty! (GML)*, Preface and Chapter 16 (Not reading Chapter 15)
2. Complete: Blackboard Chapter Quiz: Available Wednesday (1/19) at 12:01 a. m. through Sunday (1/23) at 11:59 p. m.

#### ***In Class:***

M, 1/17: King Day

W, 1/19: Course Introduction/How to study for quizzes

F, 1/21: Big Topic for First Half of Semester: The Labor Question

Showing of Documentary: *1877: The Grand Army of Starvation*

### **Week 2: January 24-30**

#### ***Outside of Class:***

1. Read: *GML*, Chapter 17
2. Complete: Blackboard Chapter Quiz: Available Wednesday (1/26) at 12:01 a. m. through Sunday (1/30) at 11:59 p. m.

#### ***In Class:***

M, 1/24: The Raw Materials of History: Using Primary Sources. Before class read:

- Historical Thinking Chart (distributed in class last week)
- *How to Use the Digital History Reader* (read all sections, including clicking the three pieces of evidence about the Boston Massacre)

[Digital History Reader Introduction](#)

W, 1/26: Primary Source Unit 1: The Great Strike of 1877. Before class read:

- Module Introduction and Context sections
- Evidence 1-5

[1877 Strike Documents](#)

F, 1/28: The Great Strike of 1877. Before class read:

- Evidence 6-9

[1877 Strike Documents](#)

### **Week 3: January 31-February 6**

#### ***Outside of Class:***

1. Read: *GML*, Chapter 18

2. Complete Blackboard Chapter Quiz: Available Wednesday (2/2) at 12:01 a. m. through Sunday (2/6) at 11:59 p. m.

#### ***In Class:***

M, 1/31: The Great Strike of 1877. Before class read:

- Evidence 10-13

[1877 Strike Documents](#)

W, 2/2: The Great Strike of 1877. Before class read:

- Evidence 14-18

[1877 Strike Documents](#)

F, 2/4: The Great Strike of 1877. Before class read:

- Evidence 19-22

[1877 Strike Documents](#)

### **Week 4: February 7-13**

#### ***Outside of Class:***

1. Read: *GML*, Chapter 19

2. Complete Blackboard Chapter Quiz: Available Wednesday (2/9) at 12:01 a. m. through Sunday (2/13) at 11:59 p. m.

***In Class:***

M, 2/7: The Great Strike of 1877. Before class read:

- Evidence 23-25
- Module conclusion

[1877 Strike Documents](#)

W, 2/9: Wrap Up of 1877 Strike Unit; Primary Source Analysis Assignment distributed

F, 2/11: Wrap up of 1877 Strike Unit

**Week 5: February 14-20**

***Outside of Class:***

1. Read: *GML*, Chapter 20

2. Complete Blackboard Chapter Quiz: Available Wednesday (2/16) at 12:01 a. m. through Sunday (2/18) at 11:59 p. m.

***In Class:***

M, 2/14: Showing of Documentary: *Sit Down and Fight*. **Primary Source Analysis due.**

W, 2/16: Primary Source Unit 2: The Flint Sit-Down Strike.

- Before class listen to short oral history clips (or read transcripts) about General Motors workers' grievances. Listen to the 16 clips in the first "Flint Audio Memories" box at top of page (Leo Connelly through Clarence Lischer)

[Flint Oral Histories](#)

F, 2/18: Flint Sit-Down Strike. Before class read:

- Module Introduction and Context sections
- Evidence 1-2

[Flint Strike Documents](#)

**Week 6: February 21-27**

***Outside of Class:***

1. Read: *GML*, Chapter 21

2. Complete Blackboard Chapter Quiz: Available Wednesday (2/23) at 12:01 a. m. through Sunday (2/27) at 11:59 p. m.

***In Class:***

M, 2/21: Presidents' Day

W, 2/23: Flint Sit-down Strike. Before class read:

- Evidence 3-6

[Flint Strike Documents](#)

F, 2/25: Flint Sit-Down Strike. Before class read:

- Evidence 7-11

[Flint Strike Documents](#)

**Week 7: February 28-March 6**

***Outside of Class:***

1. Read: *GML*, Chapter 22

2. Complete Blackboard Chapter Quiz: Available Wednesday (2/28) at 12:01 a. m. through Sunday (3/6) at 11:59 p. m.

***In Class:***

M, 2/28: Flint Sit-Down Strike. Before class read:

- Evidence 12-18

[Flint Strike Documents](#)

W, 3/2: Flint Sit-Down Strike. Before class read:

- Evidence 21-23 (skip documents 19 & 20)

[Flint Strike Documents](#)

F, 3/4: Flint Sit-Down Strike. Before class read:

- Evidence 24-26

[Flint Strike Documents](#)

### **Week 8: March 7-13**

#### ***Outside of Class***

1. Read: no reading this week
2. Complete Blackboard Chapter Quiz: no quiz this week

#### ***In Class:***

M, 3/7: Catch-up Day (we may complete discussion of some documents assigned previously)

W, 3/9: Catch-up Day (we may complete discussion of some documents assigned previously)

F, 3/11: **MIDTERM EXAM** (in class)

### **SPRING BREAK: March 14-18**

### **Week 9: March 21-27**

#### ***Outside of Class:***

1. Read: *GML*, Chapter 23
2. Complete Blackboard Chapter Quiz: Available Wednesday (3/23) at 12:01 a. m. through Sunday (3/27) at 11:59 p. m.

#### ***In Class:***

M, 3/21: Big Topic for Second Half of Semester: Rethinking the Civil Rights Movement

W, 3/23: Showing of Documentary: *Justice Without Violence*

F, 3/25: Primary Source Unit 3: The Montgomery Bus Boycott. Before class read:

- Report and Affidavit documents

[Bus Boycott Documents](#)

### **Week 10: March 28-April 3**

#### ***Outside of Class:***

1. Read: *GML*, Chapter 24
2. Complete Blackboard Chapter Quiz: Available Wednesday (3/30) at 12:01 a. m. through Sunday (4/3) at 11:59 p. m.

### ***In Class***

M, 3/28: The Montgomery Bus Boycott. Before class read:

- Robinson and Durr documents

[Bus Boycott Documents](#)

W, 3/30: The Montgomery Bus Boycott. Before class read:

- Leaflet and Abernathy documents

[Bus Boycott Documents](#)

F, 4/1: The Montgomery Bus Boycott: Before class read:

- King, Rustin, and “Me Too” documents

[Bus Boycott Documents](#)

(Note: We will not be reading or discussing the “Handbill” document. It was produced and distributed by the white Central Alabama Citizens Council during the boycott to rally white opposition to the boycott and threaten African-American participants. It contains use of the N-word and other offensive language and threatens the use of violence against boycotters. Some historians used to believe that because such words were frequently used in historical documents that there was merit in exposing students to a limited number of such documents to reveal the depths of racism that existed during the era of Jim Crow segregation. Increasingly, however, historians believe that the word is so offensive and hurtful that it may not be appropriate to introduce such documents into courses.)

### **Week 11: April 4-10**

#### ***Outside of Class:***

1. Read: no reading this week.
2. Complete Blackboard Chapter Quiz: no quiz this week.

#### ***In Class:***

M, 4/4: Paper Assignment Distributed/Writers’ Workshop begins

W, 4/6: Writers’ Workshop

F, 4/8: Writers’ Workshop

## **Week 12: April 11-17**

### ***Outside of Class:***

1. Read: *GML*, Chapter 25
2. Complete Blackboard Chapter Quiz: Due to Spring Holiday, available early on Monday, 4/11 at 12:01a. m. through Sunday (4/17) at 11:59 p. m.

### ***In Class:***

- M, 4/11: Writers' Workshop  
W, 4/13: Writers' Workshop  
F, 4/15: Spring Holiday

## **Week 13: April 18-24**

### ***Outside of Class:***

1. Read: *GML*, Chapter 26
2. Complete Blackboard Chapter Quiz: Available Wednesday (4/20) at 12:01 a. m. through Sunday (4/24) at 11:59 p. m.

### ***In Class:***

- M, 4/18: Showing of Documentary: *The March*. **Papers Due.**  
W, 4/20: Primary Source Unit 4: The March on Washington—Planning. Before class read:
- Proposed Plan for March and March on Washington mobilization letter

[March on Washington Documents](#)

- F, 4/22: March on Washington—Planning. Before class read:

- March on Washington Newsletter and March on Washington Organizing Manual

[March on Washington Documents](#)

## **Week 14: April 25-May 1**

### ***Outside of Class:***

1. Read: *GML*, Chapter 27
2. Complete Blackboard Chapter Quiz: Available Wednesday (4/27) at 12:01 a. m. through Sunday (5/1) at 11:59 p. m.

***In Class:***

M, 4/25: March on Washington—Planning. Before class read:

- Marshalls Manual for . . . Captains; Instructions for March Ushers; Biographical Sketches of Women; List of Speakers & Entertainers

[March on Washington Documents](#)

W, 4/27: March on Washington—Planning. Before class read:

- Letter to Chicago Friends; Letter to Stokley Carmichael; Memo to Bayard Rustin; Letter to Bayard Rustin

[March on Washington Documents](#)

F, 4/29: March on Washington—The Event. Before class read:

- Program

[March on Washington Documents](#)

- I Have a Dream, speech by Martin Luther King

[Articles and Speeches](#)

- Optional: Listen to King's Speech

[Audio of King Speech](#)

**Week 15: May 2-8**

***Outside of Class:***

1. Read: *GML*, Chapter 28

2. Complete Blackboard Chapter Quiz: Available Wednesday (5/4) at 12:01 a. m. through Sunday (5/8) at 11:59 p. m.

***In Class:***

M, 5/2: March on Washington—The Event. Before class read:

- Original Speech of John Lewis and Speech of John Lewis as Given

[Articles and Speeches](#)

- A. Phillip Randolph Speech

[Randolph Speech](#) (scroll down to find “**Randolph**” and listen to and read his speech)

- Walter Reuther Speech

[Reuther speech](#) (scroll down to find “**Reuther**” and listen to and read his speech)

W, 5/4: March on Washington—Memories of the March. Before class read:

- The Meaning of the March on Washington, Bayard Rustin
- Louis Armmand, It Was the Apogee of People’s Aspirations
- Fatima Cortez, Any Kind of Revolution is About Change

[Articles and Speeches](#)

F, 5/6: March on Washington—Memories of the March. Before class read:

- Joanne Gavin, You Couldn’t Help But be Awestruck by the Crowd
- Joyce Ladner, The March on Washington
- Monte Wasch, One of the Most Electrifying Moments I’ve Ever Had
- Bob Zellner, The March on Washington

[Articles and Speeches](#)

**Week 16: May 9-15**

***Outside of Class:***

1. Reading: no reading this week
2. Complete Blackboard Chapter Quiz: no quiz this week

***In Class:***

M, 5/9: Catch-up Day (we may complete discussion of some documents assigned previously)

W, 5/11: Catch-up Day (we may complete discussion of some documents assigned previously)

F, 5/13: Study Day (no classes)

**Final Exam Schedule:**

HST 122-1 (8:00 class): Saturday, May 14: 10:15 a. m. to 12:15 p. m.

HST 122-7 (11:15 class): Monday, May 16: 11 a. m. to 1 p. m.