

*History 2710*  
**United States History, 1877-Present**  
*Southern Utah University*

<b>Spring Semester 2012</b>	<i>3 Credit Hours</i>	<b>Dr. Earl Mulderink</b>
<b>Office Hours: TR, 10-11:00 &amp; by appointment</b>	<i>CN 227</i>	<b>mulderink@suu.edu</b>
<b>Centrum 225</b>	<i>TR @ 8:30 AM</i>	<b>435/865-8323</b>

**Course Description**

This course is survey of United States history that covers a lengthy era beginning with the “Gilded Age” and continuing into the twenty-first century. Aimed at students who expect to earn a major or minor in history, this course offers a range of skill-building exercises while providing a clear chronology of events and explaining their historical significance. All students in History 2710 will be exposed to the diversity of historical experiences and to the difficulty of historical interpretation. Successful completion of this course will fulfill basic degree and graduation requirements and provide a foundation for further study in history and related fields.

**Please note that this is a fast-paced college-level history course that demands your active involvement and participation.** You will be responsible for reading much of the course material on your own, for class lectures and discussions will touch upon some -- but not all -- of what you are required to read. Each chapter in the textbook is about thirty pages in length, and you may need to read some material more than once. Do your best to keep up with course requirements and expectations.

This version of History 2710 offers unique learning opportunities and challenges. First, this course is officially designated as a “Service-Learning” (SL) class; more information is found below. Second, History 2710 offers a mix of lecture, discussion, and group presentations that encourage more active and participatory learning. Third, History 2710 incorporates the new and exciting Canvas Learning Management System (LMS) that has been embraced by all of the state’s public colleges and universities. This LMS goes far beyond any previous online formats or delivery mechanisms. Because I want to utilize Canvas in the most effective ways, please know that I welcome suggestions about its use as an instructional tool and resource.

**Learning Objectives**

- Students will develop historical understanding of the social, political, economic, and cultural developments in the United States from the 1870s to the late twentieth century.
- Students will be able to identify main issues, problems, and topics in United States history, and will learn to evaluate historical evidence and interpretations.

- Students will improve their ability to construct their own historical interpretations and interests.
- Students will enhance their communication, analytical, and writing skills through diverse individual and group assignments.
- Students will be introduced to the pedagogy of service-learning and will create meaningful history-based service-learning projects, reports, and reflections.

### **Required Reading Assignments**

Your course reading assignments require you to read and reflect upon a sophisticated American history textbook and a challenging workbook that will serve as the core of required group discussions. All readings are required, and you should strive to read each week’s assignment prior to the first class session each week.

- Paul Boyer *et al*, *The Enduring Vision, A History of the American People*, 7<sup>th</sup> ed., Vol. II (Wadsworth Cengage, 2011) ISBN 9780495799986
- William Wheeler and Susan Becker, *Discovering the American Past, A Look at the Evidence*, 7<sup>th</sup> ed., Vol. II, Since 1865 (Wadsworth Cengage, 2012) ISBN 978495915010

Recommended Reading: Jules R. Benjamin, *A Student’s Guide to History*, 11<sup>th</sup> ed. (2010)

### **Grading and Examinations**

This course will emphasize reading, writing, and reporting in a variety of formats. Class attendance is expected, and active participation is encouraged. Your grade will be computed as:

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| • Midterm Examination                            | 25% |
| • Final Examination                              | 25% |
| • Service-Learning Project and Report            | 25% |
| • <i>Discovering the Past</i> Group Presentation | 15% |
| • Attendance, Participation, Other               | 10% |

The grading scale is based on the following: A, 93-100; A-, 90-92; B+, 87-89; B, 83-86; B-, 80-82; C+, 77-79; C, 73-76; C-, 70-72; D+, 67-69; D, 63-66; D-, 60-62; F, 0-59.

The two examinations will feature the same format: written take-home exams that will be submitted through the Turnitin feature within the Canvas course shell. Turnitin is a high-powered, easy-to-use plagiarism deterrent and detection program. You will receive essay questions in advance that ask you to draw upon all materials distributed or discussed in History 2710. Please note that all materials covered during that half of the course are fair game for each examination, including readings, lectures, handouts, movies, and other materials.

The midterm or first exam will cover the first half of History 2710, and the final or second exam will cover only the second half. Each exam will count toward 25% of your final grade. The first exam is due to Canvas by 5 PM on Thursday, March 1, and the final exam is due to Canvas at the time of the scheduled final exam, by 11 AM on Tuesday, May 1. You may submit your exam essays earlier than the deadlines, of course. Note that there is no cumulative final exam.

Your written papers submitted for this course should be typed, double-spaced, on high-quality paper and follow the standard rules of grammar, punctuation, and English usage. You will be

expected to submit papers in a format that is acceptable to Turnitin. Please feel free to be imaginative in exploring the questions asked in this course, and ask questions if you are unclear about assignments or expectations. You are expected to submit original and independent work; students who plagiarize will be subjected to the most severe academic penalties. No late papers will be accepted.

### **Discovering the Past Group Presentation (15%)**

One of my aims as an instructor is to encourage active and participatory learning by all students. You will participate in a group presentation that will focus on one chapter in *Discovering the American Past*. Ideally, group members will cooperate in determining the format and content of their presentation, and all group members will receive the same grade as evaluated by the audience, other group members, and the instructor (who has the final word). If a group member is not cooperative or diligent, please inform the instructor so their grade can be adjusted.

Group projects will be evaluated by their imaginative and thorough use of the evidence in presenting key themes and issues found in their assigned chapter of *Discovering the American Past*. In addition, groups will be evaluated for the effectiveness, clarity, and enthusiasm demonstrated during their presentation. You will learn how to think critically about different types of historical evidence, how to work together in a group, how to organize a class presentation, and how to keep the attention of your audience.

This group presentation should last about an hour, leaving time for further discussion of the material. Each group has great latitude in determining the content and format of the presentation, and it can involve a variety of methods, materials, and pedagogical approaches. You may want to distribute discussion questions, create a debate, prepare a multimedia show, give a quiz, organize a panel discussion, or engage in a role-playing exercise. Feel free to consult with me at any time about your presentation or resources.

Every effort will be made so that you can sign up for the chapter and topic that you most prefer, but please note that it may be impossible to give all students their first choices. Finally, be advised that your attendance is expected for all group presentations, not just your own. If you have more than one absence for the group presentations, your class participation grade will be lowered by a full letter (10 points) for each absence. Your role as an audience member and evaluator is important to others in the class, so plan to be in attendance.

### **Schedule for Group Presentations**

Week 4	2/2 (R)	Group 1: Selling Consumption, <i>DTAP</i> , Chapter 3
Week 5	2/9 (R)	Group 2: American Childhood, <i>DTAP</i> , Chapter 4
Week 6	2/16 (R)	Group 3: Wartime Propaganda, <i>DTAP</i> , Chapter 5
Week 7	2/23 (R)	Group 4: The “New” Woman, <i>DTAP</i> , Chapter 6
Week 10	3/22 (R)	Group 5: Documenting the Depression, <i>DTAP</i> , Chapter 7
Week 11	3/29 (R)	Group 6: Japanese American Internment, <i>DTAP</i> , Chapter 8
Week 14	4/17 (T)	Group 7: 1960 Civil Rights, <i>DTAP</i> , Chapter 9
Week 14	4/19 (R)	Group 8: Vietnam, <i>DTAP</i> , Chapter 10

Again, please do your best to cooperate with one another and work together. Note that the instructor reserves the right to lower individual grades for students who do not contribute fully and equally to the group's preparation and presentation. You are encouraged to incorporate relevant teaching technologies and outside materials but to not lose focus on the chapter's key topic, questions, and evidence. Finally, grades for group presentations will be made known after the last group has presented to the class when everyone will receive a detailed summary of all grades and transcribed comments.

### **Service Learning Project (25%)**

As part of a larger university-wide effort to encourage service-learning, you will be engaged in a history-related service-learning project. SUU defines service-learning as a “form of experiential education that combines organized service with academic learning to improve both.” Service is tied to curriculum because students apply what they learn in the classroom to “real-life” situations. Working on your own, or with one or two other students, you are to develop and complete a project, and then submit a 4- to 5-page written report (typed, double-spaced) by the end of Week 15. Additional materials about service learning and potential projects will be distributed in class and/or available through the Canvas course shell. Because this is an official service-learning course, you should aim to devote a minimum of twenty (20) hours over the semester to the project and report. This time can include preparation, research, consultation, service, and writing the final report and reflection.

You have much freedom in considering potential projects, and you may need to reach out to the larger community for ideas. Here are a few brief suggestions:

- Work with local history groups (the Daughters of Utah Pioneers, the Sons of Utah Pioneers, Iron County Historical Society)
- Consult with the Iron Mission State Park, Zion National Park, or other government agencies involved in history-related outreach
- Investigate programs for the K-12 history curriculum in Iron County schools
- Plan projects that strengthen historical resources at SUU, in Cedar City, or in your hometown

You get the idea: find ways as history students to share what you learn and know with a larger community.

By the end of Week 5, you should submit an approval sheet that outlines your project. This sheet asks you to address the following items in your proposal:

- Title of project
- Project's intended audience and beneficiaries (besides history students)
- Local contact person(s) or agency (and other administrative details)
- Anticipated workload to complete the project
- Expected timetable or schedule of work
- Technology-related resources or applications
- Connections to other service-learning projects (if applicable or known)
- Anything else relevant to the feasibility of the project

Please note that your instructor must approve in advance your service-learning project proposal. Any subsequent changes in your project must be approved, as well. For additional help, see the instructor's catalog of some projects through his homepage.

### **Service-Learning Course Liability Waiver Statement**

By enrolling in this class, you have chosen to participate in service-learning. Students assume full responsibility for any injuries or damages sustained as a result of participating in service-learning related activities, including while traveling to or from a service activity. The University assumes no responsibility for damage incurred while engaging in a service-learning project, nor will the University defend any damage students may cause as a result of service. Southern Utah University insurance only extends to liability related claims for students. Students are responsible for having their own health and accident insurance should they wish to have coverage. By remaining enrolled in this course, students agree to the aforementioned terms and conditions.

### **Other Course Matters**

- Plan to arrive for class in a timely manner and depart only at appropriate times.
- Attendance is expected for all class sessions, and if you plan to be absent, particularly in the case of serious illness, please try to inform your instructor in advance.
- Please turn off all cell phones or other distracting devices. Laptop computers are allowed only if they are used for note-taking and other purposes relevant to this class.
- All examinations will be offered only as scheduled, and makeup exams may be provided only at the discretion of the instructor. Any requests for makeup examinations must be made *prior* to the scheduled exam. No exceptions.
- Finally, *plagiarism - using the work or words of another individual without proper attribution - is a serious academic offence and will be treated accordingly with a failing grade.*

### **Official Disclaimers**

**ACADEMIC INTEGRITY STATEMENT:** Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. You are expected to have read and understood the current issue of the student handbook (published by Student Services) regarding student responsibilities and rights, and the intellectual property policy, for information about procedures and about what constitutes acceptable on-campus behavior.

**ADA STATEMENT:** Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations or auxiliary aids will need to contact the Southern Utah University Coordinator of Services for Students with Disabilities (SSD), in Room 206F of the Sharwan Smith Center or phone (435) 865-8022. SSD determines eligibility for and authorizes the provision of services.

**EMERGENCY MANAGEMENT STATEMENT:** In case of emergency, the University's Emergency Notification System (ENS) will be activated. Students are encouraged to maintain updated contact information using the link on the homepage of the *mySUU* portal. In addition, students are encouraged to familiarize themselves with the Emergency Response Protocols posted in each classroom. Detailed information about the University's emergency management plan can be found at <http://www.suu.edu/emergency>

**HEOA COMPLIANCE STATEMENT:** The sharing of copyrighted material through peer-to-peer (P2P) file sharing, except as provided under U.S. copyright law, is prohibited by law. Detailed information can be found at <http://www.suu.edu/it/p2p-student-notice.html>.

**DISCLAIMER STATEMENT:** Information contained in this syllabus, other than the grading, late assignments, makeup work, and attendance policies, may be subject to change with advance notice, as deemed appropriate by the instructor. Please be advised that the instructor reserves the right to take attendance, to ask for additional work or assignments, and to change the course schedule if needed. Feel free to ask if you have questions or concerns about assignments and progress in this class.

### **When In Doubt, Ask!**

You have several ways to contact me at any time during the semester. First and most obviously, feel free to ask pertinent questions during the class periods or after classes. Or, if you wish, you can visit during my office hours, Tuesdays and Thursdays, 10-11 AM and by appointment. You can call me at 435/865-8323 and leave a message. Finally, I encourage you to communicate through email whenever possible; my email address is: [mulderink@suu.edu](mailto:mulderink@suu.edu).

<b>Spring 2012 Schedule</b>	<b>History 2710</b>	<b>Earl Mulderink</b>
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Week 1		Read Boyer, <i>The Enduring Vision (TEV)</i> , Prologue & Chapter 17
	1/10 (T)	Course Introductions
	1/12 (R)	The Frontier West
Week 2		Read <i>TEV</i> , Chapters 18 & 19
	1/17 (T)	Growth of Big Business
	1/19 (R)	“Labor Pains”
Week 3		Read <i>TEV</i> , Chapter 20; Wheeler/Becker, <i>Discovering the American Past (DTAP)</i> , Chapter 2
	1/24 (T)	Meanwhile, Back on the Farm
	1/26 (R)	Life in Gilded Age America (Alternative Assignment)
Week 4		Read <i>DTAP</i> , Chapter 4; <i>DTAP</i> , Chapter 3
	1/31 (T)	A Global Giant Emerges
	2/2 (R)	Group 1 Presentation: Selling Consumption, <i>DTAP</i> , Chapter 3
Week 5		Read <i>TEV</i> , Chapter 21; <i>DTAP</i> , Chapter 4
	2/7 (T)	Progressivism
	2/9 (R)	Group 2 Presentation: American Childhood, <i>DTAP</i> , Chapter 4 <b>Service Learning Project Proposals Due</b>
Week 6		Read <i>TEV</i> , Chapter 22; <i>DTAP</i> , Chapter 5
	2/14 (T)	“The Great War”
	2/16 (R)	Group 3 Presentation: Wartime Propaganda, <i>DTAP</i> , Chapter 5
Week 7		Review <i>TEV</i> , Chapter 23; <i>DTAP</i> , Chapter 6
	2/21 (T)	The “Roaring Twenties”
	2/23 (R)	Group 4 Presentation: The “New” Woman, <i>DTAP</i> , Chapter 6 <b>Midterm Examination Essay Questions Distributed</b>
Week 8		Review Course Materials
	2/28 (T)	Review
	3/1 (R)	<b>Midterm Examination Due by 5 PM</b>

We’re half-way to the finish line! Hang in there.

Week 9			Read <i>TEV</i> , Chapter 24
	3/6	(T)	The Great Depression
	3/8	(R)	The New Deal, Part I

**Spring Break, March 12-16**

Week 10			Review <i>DTAP</i> , Chapter 7
	3/20	(T)	The New Deal, Part II
	3/22	(R)	Group 5 Presentation: Documenting the Depression, <i>DTAP</i> , Chapter 7

Week 11			Read <i>TEV</i> , Chapter 25; <i>DTAP</i> , Chapter 8
	3/27	(T)	World War II
	3/29	(R)	Group 6 Presentation: Japanese American Internment, <i>DTAP</i> , Chapter 8

Week 12			Read <i>TEV</i> , Chapters 26 & 27
	4/3	(T)	The Cold War at Home and Abroad
	4/5	(R)	Life in the Fifties

Week 13			Read <i>TEV</i> , Chapters 28 & 29
	4/10	(T)	Modern Civil Rights
	4/12	(R)	The Sixties & Vietnam (Alternative Assignment)

Week 14			Read <i>DTAP</i> , Chapter 9; <i>DTAP</i> , Chapter 10
	4/17	(T)	Group 7 Presentation: 1960 Civil Rights, <i>DTAP</i> , Chapter 9
	4/19	(R)	Group 8 Presentation: Vietnam, <i>DTAP</i> , Chapter 10
			<b>Final Examination Essay Questions Distributed</b>

Week 15			Read <i>TEV</i> , Chapter 30 (Note: You are encouraged but not required to read Chapter 31)
	4/24	(T)	Watergate and Beyond
	4/26	(R)	Last Class Day; Review
			<b>Service-Learning Project Reports Due by Friday 5 PM</b>

**May 1 (Day 2) Final Exams Due by 11 AM**