



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 3/5/2009

1. ACADEMIC UNIT: Department of History

2. COURSE PROPOSED: HST 110 The United States Since 1865 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Kent Wright Phone: 965-8595
Mail Code: 4302 E-Mail: kent.wright@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L
Mathematical Studies-MA CS
Humanities, Fine Arts and Design-HU
Social and Behavioral Sciences-SB
Natural Sciences-SQ SG

- Global Awareness-G
Historical Awareness-H
Cultural Diversity in the United States-C

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: [X] No [] Yes; Please identify courses:

Is this amultisection course?: [X] No [] Yes; Is it governed by a common syllabus?

Mark von Hagen
Chair/Director (Print or Type)

[Signature]
Chair/Director (Signature)

Date: 3/6/09

HST 110: United States History since 1665

Course Description and Objectives

This is a survey course of the United States history since 1865. The goal of the course is to introduce students to the major phases and events of American history in this period, and to encourage critical thinking about them. In order to achieve this goal, we examine U.S. history from several different perspectives and will emphasize a number of different themes, including race, ethnicity, class, gender, and nationalism.

Meeting SB Criteria

HST 110 meets the criteria for the "Social and Behavioral Sciences" GS designation by conveying basic understanding and knowledge about human social interaction in US history since 1965; by emphasizing the distinct methods of historical analysis, introducing students to the basic distinction between primary sources (in both textbook and course reader) and secondary interpretation; and by introducing students to the wide variety of concepts used in historical explanation – ethnicity, class, race, gender, national consciousness.

HST 110: United States History since 1865
Schedule Line # 79918 – Fall 2008
3:00pm – 4:15pm, Tuesday and Thursday, Discovery Hall 350

Instructor: Stephanie AL Molholt
Stephanie.Molholt@asu.edu

Office: 4554 Coor Hall
Phone: 480-965-6322

Office Hours: Tuesday and Thursday 1:45pm – 2:45pm, Friday 9:30 – 11:30am, and by appointment

Required Texts – Available at the ASU Bookstore:

Roark, James et al. *The American Promise: A History of the United States, Volume II – from 1865 – A Compact History*. 3rd Edition. Bedford/St. Martin's, 2007. ISBN: 0-312-44842-2

Marcus, Robert D. et al. *America Firsthand: Volume Two Readings from Reconstruction to the Present*. Bedford/St. Martin's, 2007. ISBN: 0-312-44672-1

Course Description and Objectives:

This is a survey course of United States history since 1865. The goal of this course is to engage in critical thinking about American History. In order to achieve this goal we will examine American History from several different perspectives and will follow several themes including race, class, ethnicity, gender, and nationalism throughout the course.

Requirements and Grading:

The grading for this course will be based on class attendance and participation, a series of announced quizzes, a series of unannounced, short in class writing assignments, a midterm, and a final.

Class Attendance and Participation	50
Quizzes – 4 @ 25 points each	100
In class writing – 10 @ 10 pts each	100
Midterm Exam	125
<u>Final Exam</u>	<u>125</u>
Total	500

Class Attendance:

Class attendance is required and is important for successful completion of this course. I will take attendance throughout the semester at my discretion and it will count toward your final grade.

Class Participation:

Class participation is an important component of this course. You should arrive to each class prepared having read the assignment for that day. Discussion and in class activities will count toward your final grade.

Quizzes:

There will be **four** short quizzes during the semester. Quizzes will cover lecture material as well as course readings and will consist of a variety of types of questions including fill in the blank, multiple choice, matching, and short IDs where students are to answer Who/What, When, Where and Why for each ID. Quizzes are not cumulative, in other words, each quiz is independent from each other. Students will have 20 minutes to complete each quiz. There are **no** make-ups for quizzes unless you have a documented emergency. If you have questions as to what constitutes an emergency please contact me or the Dean's Office.

In Class Writing:

In Class Writing Assignments are unannounced meaning they could pop up any time. There will be **ten** in class writing assignments during the semester. Students will be asked to answer a question or a series of questions based on the reading due for that day. Students will have ten minutes to complete the writing assignments. There are **no** make-ups for in class writing assignments unless you have a documented emergency. If you have questions as to what constitutes an emergency please contact me or the Dean's Office.

Midterm and Final:

The midterm exam will be cumulative as will the final. The midterm exam is scheduled for **Tuesday, October 14th**. For this course the final exam is scheduled for **Thursday, December 11th from 12:10pm – 2:00pm** in our classroom. Students should not, under any circumstance, buy plane tickets home for the winter break before looking at the final exam schedule. Leaving early for the holiday break is not an extreme circumstance and a makeup exam will not be offered.

Blackboard:

This course has a Blackboard site associated with it. The Blackboard site features course information and documents along with external links that may be of interest to students. Additionally, our Blackboard site has a Discussion Board section. Students are encouraged to use this section to ask questions – either to the instructor or to fellow students – and/or to share information with fellow classmates.

Grades:

Grades are based on points earned:

(97.5-100%)	A+	(87.5-89.9%)	B+	(76.0-79.9%)	C+	(0-59.9%)	E
(92.5-97.4%)	A	(82.5-87.4%)	B	(70.0-75.9%)	C		
(90.0-92.4%)	A-	(80.0-82.4%)	B-	(60.0-69.9%)	D		

Course Policies:

- Classroom Behavior – Respect is key in the classroom setting. Cell phones, two-way pagers, and other electronics devices including MP3 players and other music devices, are not to be used during class. If you are expecting a call during class that you must take, please inform me before class and sit in a location where you will be able to step out of the room without disrupting the entire class. If you are using a laptop in class and other students or the instructor notice you are using your computer for things other than note taking, i.e. surfing the web, answering email, or instant messaging, you will not be allowed to use your laptop in class. Personal discussions, deliberate combativeness, vulgarity, text-messaging, surfing the web, sleeping and other disruptive behaviors will not be tolerated in class and are subject to dismissal from the class and possible failure of the course. It is up to the instructor to determine what constitutes disruptive behavior. Additionally, students should plan on being on time to class. Excluding unforeseen and documentable circumstances, arriving late to class will negatively impact your grade as will leaving early.
- Makeup Quizzes, Papers or Exams – In an effort to be fair to everyone in the class, makeup quizzes, papers, or exams are not offered except under extreme, documented circumstances. Leaving early for a break is not an extreme circumstance and a makeup exam will not be offered. If you are unsure what constitutes an extreme situation please contact me or the Dean's office. With documentation, all makeup work must be completed within one week of original date of the assignment. Additionally, questions regarding a grade on an assignment must be brought to the TA or the professor within one week of the return of said assignment.
- Attendance and Participation – Regular attendance is required in this course and, at the direction of the Dean's Office, attendance will be taken every day. After three missed attendance days your final semester grade will drop 30 points. After six missed attendance days your final semester grade will drop a full letter grade i.e. an A becomes a B, a B becomes a C and so forth. Quizzes and exams are based on class readings as well as on lecture material so students who do not regularly attend class are disadvantaged. Class participation is also expected in this course. Students should come to class having read the assignments and should be prepared to discuss them. I will call on students.
- Any unauthorized recording or duplication of course materials including but not limited to lectures and handouts without the expressed, written consent of the instructor, is prohibited. These materials are protected by copyright under Arizona Common Law.
- Incompletes – In an effort to be fair to everyone in this course, incompletes are not offered except in extreme, documented circumstances.
- Plagiarism and Cheating – If you plagiarize or cheat you will fail that assignment – it is as simple as that. If plagiarism or cheating happens more than once it is possible you will fail the entire course or receive a XE for the course. Plagiarism and cheating are serious issues and will not be tolerated in any form in this course. If

you are unsure what constitutes plagiarism or cheating, please read Arizona State University's Student Academic Integrity Policy available on www.asu.edu

Students with Disabilities:

Arizona State University has policies in place for students with disabilities. Please visit Disability Resource Center at <http://www.asu.edu/studentaffairs/ed/drc/> if you are in need of their services. All correspondence is kept confidential. Do not wait to visit the DRC office if you want support with any ASU classes. The DRC office will meet with you to determine accommodations based on appropriate documentation. Therefore, faculty members are not authorized to provide or approve any accommodations for students in this class without instructions from the DRC office. The must be on file before any accommodation will be provided.

NB: While all effort will be made to stick to the syllabus as presented, it is possible changes will be made during the semester. Students will be made aware of any changes that occur.

Week One – Reconstruction

August 26th: Course and Syllabus Introduction

August 28th: Read: *The American Promise (TAP)* Chapter 16. pgs. 399-425

Week Two – Business and Politics, and the City and its Workers in the Gilded Age, 1870-1900

September 2nd: Read: *TAP* Chapter 17. pgs. 427-451

September 4th: Read: *TAP* Chapter 19. pgs. 477-503

Week Three – The West in the Gilded Age, 1870-1900

September 9th: QUIZ #1 -- Read: *TAP* Chapter 18, pgs. 453-475

September 11th: Read: *America Firsthand (AF)* Part One, pgs. 27-32 and 37-47

Week Four – Dissent, Depression, and War, 1890-1900

September 16th: Read: *TAP* Chapter 20. pgs. 505-531

September 18th: Read: *AF* Part Two, pgs. 49-68 and 90-98

Week Five – Progressivism, 1890-1916

September 23rd: Read: *TAP* Chapter 21. pgs. 533-561

September 25th: QUIZ #2 -- Read: *AF* Part Three, pgs. 99-126

Week Six – World War I

September 30th: Read: *TAP* Chapter 22. pgs. 563-589

October 2nd: Read: *AF* Part Three, pgs. 127-148

Week Seven – From New Era to Great Depression, 1920-1932

October 7th: Read: *TAP* Chapter 23. pgs. 591-617

October 9th: Read: *AF* Part Four. pgs. 149-185

Week Eight – The New Deal Experiment, 1932-1939

October 14th: **MIDTERM EXAM**

October 16th: **Read: TAP Chapter 24, pgs.619-647**

Week Nine – World War II

October 21st: **Read: TAP Chapter 25, pgs.649-677**

October 23rd: **Read: AF Part Five, pgs. 205-238**

Week Ten – Cold War Politics in the Truman Years, 1945-1953

October 28th: **Read: TAP Chapter 26, pgs. 679-701**

October 30th: **QUIZ #3 -- Read: AF Part Five, pgs. 247-259**

Week Eleven – The Politics of Culture of Abundance, 1952-1960

November 4th: **Read: TAP Chapter 27, pgs. 703-727**

November 6th: **Read: AF Part Six, pgs. 279-284**

Week Twelve – Reform, Rebellion, and Reaction, 1960-1974

November 11th: **No Class – Veterans Day**

November 13th: **Read: TAP Chapter 28, pgs. 729-755 and AF Part Six, pgs. 285-293**

Week Thirteen – Vietnam, 1961-1975

November 18th: **Read: TAP Chapter 29, pgs. 757-781**

November 20th: **QUIZ #4 -- Read: AF Part Six, pgs. 261-278**

Week Fourteen – America Moves to the Right, 1969-1989

November 25th: **Read: TAP Chapter 30, pgs. 783-809 and AF Part Six, pgs. 294-310**

November 27th: **No Class – Thanksgiving Break**

Week Fifteen – The End of the Cold War and the Challenges of Globalization: Since 1989

December 2nd: **Read: TAP Chapter 31, pgs. 811-837**

December 4th: **Read: AF Part Seven, pgs. 333-358**

Week Sixteen - Review

December 9th: **Review**

Final Exam: Thursday, December 11th, 12:10pm – 2:00pm (our classroom)

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA					
A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	<i>HST 110 Syllabus</i>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px solid black;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%;"> <ul style="list-style-type: none"> • LINGUISTICS • POLITICAL SCIENCE • SOCIAL PSYCHOLOGY • SOCIOLOGY </td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	<ul style="list-style-type: none"> • LINGUISTICS • POLITICAL SCIENCE • SOCIAL PSYCHOLOGY • SOCIOLOGY 	<i>HST 110 Syllabus, Textbook: TDC</i>
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	<ul style="list-style-type: none"> • LINGUISTICS • POLITICAL SCIENCE • SOCIAL PSYCHOLOGY • SOCIOLOGY 				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	<i>HST 110 Syllabus, Textbook TDC</i>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	<i>HST 110 Syllabus, Textbook TDC</i>		
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:			
		• Courses with primarily fine arts, humanities, literary, or philosophical content.			
		• Courses with primarily natural or physical science content.			
		• Courses with predominantly applied orientation for professional skills or training purposes.			
		• Courses emphasizing primarily oral, quantitative, or written skills.			

Course Prefix	Number	Title	Designation
HST	110	United States History since 1865	SB

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Advancing Knowledge and Understanding about human interaction	HST 110 considers historical interaction among humans, both America and otherwise, 1865 - present	throughout the syllabus and TOC of Text books
Emphasizing study of social behavior in history - with some economics, political science etc.	HST 110 presents US history from a social-scientific perspective, relying on primary sources and secondary interpretation	At every point in syllabus and TOC
Emphasizing distinct method of inquiry of historical analysis	HST 110 emphasizes basic principles of historical evidence and explanation	Course description and objectives, Syllabus throughout.

HST 110: United States History since 1865

Roark, James et al. *The American Promise: A History of the United States, Volume II – from 1865 – A Compact History*. 3rd Edition. Bedford/St. Martin's, 2007. ISBN: 0-312-44842-2

Table of Contents

16. Reconstruction, 1863-1877

Opening Vignette: Northern victory freed the field hand York, but it did not change his former master's mind about the need for slavery

Wartime Reconstruction

Documenting the American Promise: The Meaning of Freedom

Presidential Reconstruction

Congressional Reconstruction

The Struggle in the South

Reconstruction Collapses

Conclusion: "A Revolution But Half Accomplished"

Reviewing the Chapter

17. Business and Politics in the Gilded Age, 1870-1895

Opening Vignette: Mark Twain and the Gilded Age

Old Industries Transformed, New Industries Born

Documenting the American Promise: Rockefeller and His Critics

From Competition to Consolidation

Politics and Culture

Presidential Politics in the Gilded Age

Economic Issues and Shifting Political Alliances

Conclusion: Business Dominates an Era

Reviewing the Chapter

18. The West in the Gilded Age, 1870-1900

Opening Vignette: Native American boarding school students celebrate Indian citizenship

Gold Fever and the Mining West

The Promise of Technology: Hydraulic Mining

Land Fever

A Clash of Cultures

Conclusion: The West, an Integral Part of Gilded Age America

Reviewing the Chapter

19. The City and Its Workers, 1870-1900

Opening Vignette: Workers build the Brooklyn Bridge

The Rise of the City

At Work in the City

Workers Organize

At Home and at Play

City Growth and City Government

Beyond America's Borders: The World's Columbian Exposition and Nineteenth-Century World's Fairs

Conclusion: Who Built the Cities?

Reviewing the Chapter

20. Dissent, Depression, and War, 1890-1900

Opening Vignette: The people create the Populist Party in 1892

The Farmers' Revolt

Documenting the American Promise: Voices of Protest

The Labor Wars

Women's Activism

Depression Politics

The United States and the World

War and Empire

Conclusion: Rallying around the Flag

Reviewing the Chapter

21. Progressivism from the Grass Roots to the White House, 1890-1916

Opening Vignette: Jane Addams founds Hull House

Grassroots Progressivism

Progressivism: Theory and Practice

Progressivism Finds a President: Theodore Roosevelt

The Promise of Technology: Flash Photography and the Birth of Photojournalism

Progressivism Stalled

Woodrow Wilson and Progressivism at High Tide

The Limits of Progressive Reform

Conclusion: The Transformation of the Liberal State

Reviewing the Chapter

22. World War I: The Progressive Crusade at Home and Abroad, 1914-1920

Opening Vignette: General Pershing struggles to protect the autonomy of the American Expeditionary Force

Woodrow Wilson and the World

"Over There"

The Crusade for Democracy at Home

A Compromised Peace

Democracy at Risk

Beyond America's Borders: Bolshevism

Conclusion: Troubled Crusade

Reviewing the Chapter

23. From New Era to Great Depression, 1920-1932

Opening Vignette: Henry Ford puts America on wheels

The New Era

The Promise of Technology: Better Living through Electricity

The Roaring Twenties

Resistance to Change

The Great Crash

Life in the Depression

Conclusion: Dazzle and Despair

Reviewing the Chapter

24. The New Deal Experiment, 1932-1939

Opening Vignette: The Bonus Army marches into Washington, D.C.

Franklin D. Roosevelt: A Patrician in Government

Launching the New Deal

Challenges to the New Deal

Historical Question: Huey Long: Demagogue or Champion of the Dispossessed?

Toward a Welfare State

The New Deal from Victory to Deadlock

Conclusion: Achievements and Limitations of the New Deal

Reviewing the Chapter

25. The United States and the Second World War, 1939-1945

Opening Vignette: Colonel Paul Tibbets drops the atomic bomb on Hiroshima, Japan

Peacetime Dilemmas

The Onset of War

Mobilizing for War

Fighting Back

The Wartime Home Front

Beyond America's Borders: Nazi Anti-Semitism and the Atomic Bomb

Toward Unconditional Surrender

Conclusion: Allied Victory and America's Emergence as a Superpower

Reviewing the Chapter

26. Cold War Politics in the Truman Years, 1945-1953

Opening Vignette: Secretary of State Dean Acheson, President Truman's "good right hand"

From the Grand Alliance to Containment

Documenting the American Promise: The Emerging Cold War

Truman and the Fair Deal at Home

The Cold War Becomes Hot: Korea

Conclusion: The Cold War's Costs and Consequences

Reviewing the Chapter

27. The Politics and Culture of Abundance, 1952-1960

Opening Vignette: Vice President Nixon and Russian Premier Khrushchev debate the merits of U.S. and Soviet societies

Eisenhower and the Politics of the "Middle Way"

Liberation Rhetoric and the Practice of Containment

New Work and Living Patterns in an Economy of Abundance

The Promise of Technology: Air-Conditioning

The Culture of Abundance

Emergence of a Civil Rights Movement

Conclusion: Peace and Prosperity Mask Unmet Challenges

Reviewing the Chapter

28. Reform, Rebellion, and Reaction, 1960-1974

Opening Vignette: Fannie Lou Hamer leads grassroots struggles of African Americans for voting rights and political empowerment

Liberalism at High Tide

The Second Reconstruction

A Multitude of Movements

The New Wave of Feminism

Beyond America's Borders: Transnational Feminisms

Liberal Reform in the Nixon Administration

Conclusion: Achievements and Limitations of Liberalism

Reviewing the Chapter

29. Vietnam and the Limits of Power, 1961-1975

Opening Vignette: American GIs arrive in Vietnam

New Frontiers in Foreign Policy

Lyndon Johnson's War against Communism

Historical Question: Why Couldn't the United States Bomb Its Way to Victory in Vietnam?

A Nation Polarized

Nixon, Détente, and the Search for Peace in Vietnam

Nixon's Search for Peace with Honor in Vietnam

Conclusion: An Unwinnable War

Reviewing the Chapter

30. America Moves to the Right, 1969-1989

Opening Vignette: Phyllis Schlafly promotes conservatism

Nixon and the Rise of Postwar Conservatism

Constitutional Crisis and Restoration

The "Outsider" Presidency of Jimmy Carter

Ronald Reagan and the Conservative Ascendancy

Historical Question: Why Did the ERA Fail?

Continuing Struggles over Rights and the Environment

Ronald Reagan Confronts an "Evil Empire"

Conclusion: Reversing the Course of Government

Reviewing the Chapter

31. The End of the Cold War and the Challenges of Globalization: Since 1989

Opening Vignette: Colin Powell adjusts to a post-Cold War world

Domestic Stalemate and Global Upheaval: The Presidency of George H. W. Bush

The Clinton Administration's Search for the Middle Ground

Beyond America's Borders: Jobs in a Globalizing Era

The United States in a Globalizing World

President George W. Bush: Conservatism at Home and Radical Initiatives Abroad

Conclusion: Defining the Government's Role at Home and Abroad

Reviewing the Chapter

Appendices

I. Documents

II. Facts and Figures: Government, Economy, and Demographics

III. Research Resources in U.S. History

Glossary of Historical Vocabulary

Index