

HST 110 United States Since 1865

Arizona State University
School of Historical, Philosophical and Religious Studies
Spring Session A 2024

Instructor

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Course Overview

This course will survey American history from the conclusion of the Civil War to the present era.

So much occurred during this century and a half that it is impossible for any single class to examine every important topic. Yet there is great value in sketching a broad overview of these years and noting the key developments that have contributed to the world we inhabit today. We'll try our best to touch on as many events, ideas, people, and places as possible, but three main themes will be most prominent.

- **Rights: what are they and who possesses them?** As we begin our course, the United States has just abolished slavery, the most obvious (if not the only) example of the denial of basic rights and freedom to one part of the country's diverse population. But abolition of slavery hardly ended the debate over what rights African Americans possessed. Indeed, American history has always included discussions and conflicts over what rights citizens should enjoy. In this course, we'll track this ever-evolving discourse about rights, focusing not just on African Americans, but also on women, Native Americans, and citizens generally.
- **The role of government.** What should governments *do*? How "active" should they be in intervening to improve the lives of citizens? Is it better if government takes a more "hands-off" approach, or can it do the most good by being more proactive? And which level of government in the federal system of the United States—local, state, or federal—should take the lead on various issues? This period of American history witnessed a dramatic and important series of developments related to this theme.
- **America in the world.** The United States has always been enmeshed in a broader world, with international developments affecting its internal affairs. That said, the twentieth century saw the United States first take a more active role in the international arena and, in the Second World War and its aftermath, emerge as a "superpower." By century's end, it would be, without question, the world's most powerful nation—an astonishing development given the United States' condition as we begin our class in 1865. But that rise to power also produced countless tensions and issues that Americans had to confront

and debate. And as a new century began, the United States' role and standing in the world would undergo renewed scrutiny at home and abroad as Americans debated the proper response to terrorism.

General Studies Gold Learning Outcomes

This course fulfills the ASU **Humanities Group 2** General Studies requirement. Students completing this course will be able to:

1. analyze cultural, political or social practices, texts or discourses in historical or contemporary context
2. communicate coherent arguments or narratives using evidence drawn from qualitative or quantitative sources
3. identify perspectives or values as manifested in a given philosophical or religious framework or a given historical or cultural context

Required Reading

Eric Foner, et al., *Give Me Liberty!* 7th Ed. (W.W. Norton, 2022).

You have automatic access to the textbook via Canvas. On the course Canvas page, click on "Modules" on the left, then "Textbook Access." If you would like to opt out of the automatic access to the book (which I wouldn't recommend), contact me and we can discuss how to do that.

All other readings will be available in e-book form via the ASU Library or will be provided electronically via the course Canvas site.

Grading and Assignments:

Assignments:

Writing Assignment 1: 125 points

Writing Assignment 2: 225 points

Quizzes: 420 points

Final Exam: 230 points

Total Points: 1000

Grading

Grade Percentage	Points Range
A+ 97-100	970-1000
A 94-97	940-969
A- 90-93	900-939

B+ 87-89	870-899
B 84-86	840-869
B- 80-83	800-839
C+ 77-79	770-799
C 70-76	700-769
D 60-69	600-699

Writing Assignments

There will be **two** writing assignments. These will require you to respond to a provided prompt related to topics examined in assigned readings and lecture videos. No outside research is required. Writing Assignment 1 will be due on **January 21**. It will be 500 words in length (about 1.5 pages, double-spaced, 12-point font). It is worth 125 points. Writing Assignment 2 will be due on **February 11**. It will be 1,000 words in length and worth 225 points.

Quizzes

There will be **seven** weekly quizzes that will consist of approximately twelve multiple-choice questions. Each question will be worth five points. They are intended to reinforce basic comprehension of the readings and highlight key people, events, and concepts. They will not be designed to trick you; if you've done the reading, you should do well. Often the question will direct you to the relevant passage in the reading. The quizzes are open book and untimed.

Exam

There will be an exam that must be completed by **Tuesday, February 27, at 11:59pm**. The exam will cover material in Modules 1-7. It will consist of multiple choice, term identification (in which you will select a required number of terms from a larger list, identify some basic facts about the term, and explain why it is significant for our understanding of the period), and short essay. You will have 120 minutes to complete the exam (unless you have SAILS accommodations).

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Rubrics for each graded assignment will be provided.

Communicating With the Instructor

If you have a question about the course (assignments, readings, assignments, other logistical issues) that you think may be of interest to your fellow classmates, consider asking it in the "Community Forum" on the Canvas site's discussion board.

If you have a specific question, or would just prefer to communicate directly, please feel free to e-mail me. I will do everything I can to respond to your question within 24 hours.

Email and Internet

ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. All instructor correspondence will be sent to your ASU email account.

Late or Missed Assignments

Late work will be accepted only in cases of extreme and documented emergencies (I have final say on what constitutes a documented emergency). I will, however, consider granting reasonable extensions, provided you contact me BEFORE the assignment is due. Published assignment due dates (Arizona Mountain Standard time) are firm. Please follow the appropriate University policies to request an accommodation for religious practices or to accommodate a missed assignment due to University-sanctioned activities.

Submitting Assignments

All assignments, unless otherwise announced, MUST be submitted to the designated area of Canvas. Do not submit an assignment via email. The quizzes, writing assignments, and exam will be completed on Canvas. Unless otherwise specified, assignments will be due at 11:59pm AZ time. It is your responsibility to make sure you have successfully submitted your assignments. If there are any problems, you must contact me before the assignment is due and we can work on the issue.

Drop and Add Dates/Withdrawals

Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies.

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades.

Student Conduct and Academic Integrity

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy, ASU Student Academic Integrity Policy, and outlined by the Office of Student Rights & Responsibilities. Anyone in violation of these policies is subject to sanctions.

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the

educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior. Appropriate online behavior (also known as netiquette) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts incident reports from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Prohibition of Commercial Note Taking Services

In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at Student Accessibility and Inclusive Learning Services (SAILS, formerly the DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to SAILS. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact their

campus SAILS.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling> is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.

Course Modules and Schedule

*Unless otherwise stated, all assignments due at 11:59 pm AZ time

Module 1: 8/22 – 9/1

Reconstruction

Videos:

- The United States in 1865
- Presidential Reconstruction
- Radical Reconstruction
- Southern Backlash and Northern Retreat
- The West

Readings:

- Foner, Give Me Liberty!, pp. 563-602, 626-42

Assignments:

- Quiz

Module 2: 9/2 – 9/8

The Gilded Age

Videos:

- Liberalism, Evolution, and Intellectual Foundations
- Industry and Economy
- Labor and Strikes
- Immigrants and Jim Crow

Readings:

- Foner, Give Me Liberty!, pp. 603-26, 642-76

Assignments:

- Writing Assignment 1
- Quiz

Module 3: 9/9 – 9/15
Entering the World Stage

Videos:

- War with Spain and the Imperial Impulse
- Progressivism
- The Great War

Readings:

- Foner, Give Me Liberty!, pp. 676-778

Assignments:

- Quiz

Module 4: 9/16 – 9/22
Depression and World War

Videos:

- The Great Crash and its Consequences
- FDR and the New Deal
- Reluctant Participant
- Victory in Europe and the Pacific

Readings:

- Foner, Give Me Liberty!, pp. 779-904

Assignments:

- Quiz

Module 5: 9/23 – 9/29
Affluence and Anxieties

Videos:

- Booms: Babies and 'Burbs
- Booms: The Bomb and Bolsheviks
- From Korea to the Cuban Missile Crisis

Readings:

- Foner, Give Me Liberty!, pp. 906-93

Assignments:

- Writing Assignment 2
- Quiz

Module 6: 9/30 – 10/6

The Tumultuous Sixties: 1963-1974

Videos:

- A Greater Society?
- 1968
- America and Richard Nixon

Readings:

- Foner, Give Me Liberty!, pp. 993-1046

Assignments:

- Quiz

Module 7: 10/7 – 10/11

Ending the “American Century”

Videos:

- Isms: Environmentalism, Feminism, Multiculturalism
- The Rise of Conservatism
- End of the Cold War

Readings:

- Foner, Give Me Liberty!, pp. 1047-1109

Assignments:

- Quiz

-Final Exam Due Friday, October 11 at 11:59pm AZ time (no extensions!)