



**DAVIS UNIVERSITY**

## **COURSE SYLLABUS**

### **HST100: HISTORY OF THE UNITED STATES SINCE 1865**

**COURSE SYLLABUS FOR:** HST100 HISTORY OF THE UNITED STATES SINCE 1865

**CREDIT HOURS:** 5 CREDITS

**INSTRUCTOR:**

**INSTRUCTOR EMAIL:**

**INSTRUCTOR OFFICE HOURS:**

**COURSE DESCRIPTION:** An introduction to the history of the United States from the "Reconstruction" period to the recent past. Upon completion of this course, you will have a better understanding of the historical development of America's political, diplomatic, social, cultural, and economic systems.

**TEXT:** The American Promise, James L. Roark, et. al., Volume II: From 1865, 8th Edition; ISBN: 9781319208967 [hereafter "AP"]

The textbook contains sections of primary sources, which you will need to read carefully. Primary sources are materials that provide us with an individual's personal perspective of history. These are first-hand accounts that contain crucial information about the past to help historians achieve a developed understanding of historical events and ideas. Secondary sources are historians' interpretations of the past and thus exemplified by the overall narrative presented in the textbook.

**PLAGIARISM AND COPYRIGHT INFRINGEMENT POLICY:** Work that is found to be plagiarized receives a grade of zero and often causes a student to fail a class. Documentation of plagiarism is added to the student's academic file as a violation of accepted student conduct and is subject to disciplinary action. Plagiarism is the use of another person's exact words, or their ideas written in the student's words without giving the original author credit.

Plagiarism can result from any of the following:

- Quote material directly without using quotation marks.
- Paraphrase the original so that many of the phrases are the same as the original. A good rule is no more than 3 or 4 words in a row should be the same as the original.
- Copy the original sentence pattern, substitution synonyms for key words.
- Neglect to indicate the source of the original material.

**ASSESSMENTS:**

Content	Points
Quizzes	150
Research Paper	200
Exam 1	200
Exam 2	200
Final Exam Paper	250
Total	1000

**COURSE GRADE:**

A+ = 97%–100%	C+ = 77%–79%
A = 93%–96%	C = 73%–76%
A– = 90%–92%	C– = 70%–72%
B+ = 87%–89%	D+ = 67%–69%
B = 83%–86%	D = 63%–66%
B– = 80%–82%	D– = 60%–62%
	F = Below 60%

**TENTATIVE COURSE OUTLINE:**

Module/Units	Content Covered	Assignments & Assessment
<b>Module 1</b>	<p><b>The Historian's Craft</b></p> <p>In this lesson, we survey historical methodology and theory. Particular emphasis will be placed on distinguishing between primary and secondary sources as well as how to read both types of documents. We will also learn how historians avoid anachronism and seek to study the past on its own terms. Learning how to ask historical questions and read documents in context are central goals of this lesson.</p>	
<b>Module 2</b>	<p><b>Reconstruction, 1865-1877</b></p> <p>This lesson explores the moment shortly after the American Civil War where it looked like the United States government might recognize equality among all citizens. That did not happen, however, as soon new systems were put in place to ensure white-male hegemony. We will also examine how African Americans used Reconstruction as an opportunity to create their own institutions and concepts of freedom.</p>	Quiz 1
<b>Module 3</b>	<p><b>The Gilded Age, 1877-1900</b></p> <p>This lesson examines the many responses to the mechanized production and the growth of industrial capitalism. Rural farmers, workers, and immigrant experiences will be highlighted. We will also look at the effects that U.S. imperialism had on both Americans and those the US sought to control.</p>	Quiz 2
<b>Module 4</b>	<p><b>The Progressive Era, 1900-1914</b></p> <p>In this lesson, we continue to focus on the intensification of industrialization and the growth of the federal government. Rather than simply protect property, however, during the Progressive era, many voices emerged critical of the concept of "limited government." As a result, local, state, and federal governments became more active in promoting the welfare of citizens. powerful inequalities still remained in the nascent welfare-state, however.</p>	Exam 1

<b>Module 5</b>	<p><b>The United States in World War I, 1914-1920</b></p> <p>We will explore the causes of World War I as well as the United States reluctant and belated entry into the war. We will pay particular attention to the ways in which the US government worked to create a sense of urgency while making its case for entry in the war.</p>	Quiz 3
<b>Module 6</b>	<p><b>A New Era?, 1920-1929</b></p> <p>We will discuss the years between World War I and the Great Depression. We will examine the conservative backlash against Progressivism but also how many Americans used post-war prosperity to cultivate art and a shared identity.</p>	Quiz 4
<b>Module 7</b>	<p><b>The Great Depression and the New Deal, 1929-1940</b></p> <p>In this lesson, we will examine the causes of the rapid economic growth the United States in the 1920s as well as the major decline known as the Great Depression. While causes of economic booms and busts are important, we will also look at how the economy affected Americans lives and how Americans responded to economic growth and travails.</p>	Paper Assignment
<b>Module 8</b>	<p><b>The United States in World War II, 1939-1946</b></p> <p>This lesson will discuss the various causes of World War II as well as the US's role in the war.</p>	Quiz 5
<b>Module 9</b>	<p><b>The Cold War, 1946-1960</b></p> <p>This lesson will examine the development of anti-communism in the years after the War. Particular attention will be paid to how Americans experiences of both the war years and the post-war era differed based on race, class, and gender.</p>	Quiz 6
<b>Module 10</b>	<p><b>The Long Sixties, 1955-1979</b></p> <p>In this lesson, we will survey the growth of American consumer-orientated economy and culture as well as the rise of the Civil Rights Movement and the Counterculture Movement. We will emphasize the many and varied, multiple, and conflicting challenges to American "conservatism."</p>	Exam 2

<b>Module 11</b>	<b>The New Right, War, and Economic Crisis 1979-Present</b>  This lessons explores the conservative backlash to the counter-culture movements and to the New Deal. We will focus on the rise of the New Right, the Iraq War, and the economic crisis of 2008-2009. Particular emphasis will be paid to the role that race played in creating conservative identity.	Final Exam
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