Instructor: Allison O'Mahen Malcom, PhD
E-mail: amalcom@carrollu.edu
Office Hours: MWF: 10:00-11:50 and by apt.

Days and Time: MWF: 12:00-1:10
Location: Barstow 208
Office: Mac B003A, BLT 101, or Rankin 311

You must have a functioning university e-mail account. I reserve the right not to answer questions already covered by the syllabus or assignment sheets.

Appropriate topics for office hour conversations include class material or assignments, drafts of assignments, and professional questions regarding your college experience and career. Any conversations that I deem beyond my expertise may be deflected, usually with your permission, to an appropriate employee of the university.

I will make use of the eLearning system. You should familiarize yourself with eLearning and use it when necessary. However, most notes from the lectures and discussions will not be posted on eLearning. I will not summarize a missed class for you. You should get to know someone else in the class who can help you in case of a missed class.

Course Description

This course is a study of the American experience since Reconstruction.

Learning Outcomes

Upon successfully completing this course a student will be able to:

1) Identify key individuals, places, events, groups, and trends in modern American history and explain how they affected the development of the nation, and therefore modern life.
2) Explain how social categories such as race, class, and gender shaped an individual’s position and opportunities in American society—this outcome builds upon CCS outcomes, in which students learned about human culture, the institutions people build within those cultures, and the institutions that in turn shape human society.
3) Understand the difference between primary and secondary sources; and how historians use both
4) Be able to critically evaluate and interpret primary documents and secondary sources
5) Write a historical argument that displays an understanding of the concepts of continuity and change, and support that argument with evidence from more than one source.

In addition, students will work to develop their reading, collaborative work, oral communication, and writing skills. Students in 100-level history courses are expected to write 10-15 formal pages during the course of the term, as well as complete essays on exams. They are also expected to learn and use Chicago-style citations. The assignments reflect these criteria.

Assessment and Evaluation

A student’s achievement of these learning outcomes will be assessed on the following assignments:

- Reading Quizzes: 15%
  I will drop the lowest reading quiz score to account for a bad week.
- Map and Timeline Quizzes: 8%
- Bibliography Assignment: 12%
- Two Short Responses and One Longer Paper, Totaling 10-15 Pages: 30%
History 106B: United States History Since Reconstruction

Exams: 25%
Participation; includes all in-class work: 10%
I will drop the lowest in-class assignment score to account for absences.

Letter grades will be assigned according to these percentages:
A 93-100%  AB 88-92.99%  B 83-87.99%  BC 78-82.99%  C 70-77.99%  D 60-69.99%  F 0-59.90%

The weight of individual assignments will be based on percentages that are subsets of the percentages listed above, not on the number of points assigned to any particular assignment.

Texts and Required Materials


2) A number of documents and articles available either in the Public Domain online or via Library Reserves. The instructor may adjust these as the term goes on, so pay attention to announcements. These documents must accompany you to the class for which they are assigned in either electronic or paper form. The textbook fee for this class is not high; I therefore expect you to print your own documents when necessary.

Policies and Expectations of Students:

Participation
Students are expected to act in a professional and respectful manner in class at all times. The catalog calls upon students, in the Carroll University Compact, to strive to live according to certain values as a member of the Carroll community. This class has these expectations as well.

Participation includes taking an active and informed part in the discussion each day as well as bringing materials to class. Discussion in the classroom should be on an intellectual level. Arguments made should be supported with evidence. People should be willing to examine their own political and religious sensibilities within class and even play devil's advocate for the sake of discussion (as I will). I expect students in this class to be respectful of the political and religious sensitivities of others, but not to the point that it closes off discussion—disagreeing with someone does not in itself constitute disrespect. Participation also requires attendance in class. See below.

Attendance Policy

Please try to attend class. Missing more than a week’s worth of class may affect your participation grade; missing more than two weeks’ worth if class may affect your overall grade; and missing more than three weeks’ worth of class may result in the automatic failure of this course. I do not generally distinguish between excused and unexcused absences. (In other words, I don’t care WHY you missed a class; it is generally none of my business.) If you have an ongoing situation or a long-term illness that may cause multiple absences, let me know as soon as possible in the term and we may be able to work something out. Student-athletes or students officially excused from class for other school-related activities should provide the proper documentation from their coach/advisor, and must otherwise respectful of the requirements of the class. Note: the MyCourses system forces me to choose whether an absence is “excused” or “unexcused.” I mark all absences as unexcused.

You will also be required to attend the final exam period.
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Classroom Etiquette

Small electronic devices should be turned off and put away during class time. Laptops and tablets are only welcome for the purpose of looking at documents or taking notes. A phone is an inappropriate device on which to take notes. The privilege of using laptops/tablets can be taken away at any time. Class time is a time to talk with fellow classmates and the instructor and build and work on a learning community. I reserve the right to ask any student to leave class for any reason, including, but not limited to the following: eating a full meal in class, being unprepared for class, participating in non-classroom activities, or disturbing the class in any other way. Any student who is asked to leave will receive zero credit for the day. Do not make me police your behavior—after all, attending college is a privilege, not a right.

Written Assignments and Quizzes

As I give explicit instructions for all major assignments well ahead of time, I have very little patience for late assignments and will deduct points for turning in assignments late. You will not be allowed to make up in-class work. I will drop the lowest grade of minor in-class assignments and pop quizzes to account for an unexpected absence.

Note: The Learning Commons, located in the bottom floor of the Library, offers tutoring, writing assistance, and study skills assistance as well as group study rooms and places to study. For more information, go to: http://divisions.carrollu.edu/library/LearningCommons.asp. See also information about the Writing Center and upcoming workshops: http://divisions.carrollu.edu/library/LC/WritingCenter.asp.

Disabilities

All student requests for accommodation must be made through the Walter Young Center. I may not grant disability accommodations without a written request to do so from Ms. Marty Bledsoe, Director of Services for Students with Disabilities, in the Walter Young Center. Please call (262) 524-7335 or email mbledsoe@carrollu.edu for more information.

Academic Integrity

Cheating on examinations, plagiarism, improper acknowledgment of sources in written material, and inaccurate claims of work done are serious offenses in an academic setting and must be reported to the Office of Academic Affairs. These and other violations of the University’s academic integrity policies are subject to disciplinary action and sanctions by the Academic Integrity Committee. The Carroll University Academic Integrity Policy is located in your student handbook. If a student violates this policy, I reserve the right to impose sanctions. A student may be required to repeat an assignment with loss of a letter grade. They may automatically fail the assignment. In the most egregious of cases, they may fail the course. I will turn in cases of suspected plagiarism to the university even if I cannot prove it has occurred.

If you have questions about appropriate citations, please ask. Remember, ignorance of what constitutes academic dishonesty is not an excuse.

Schedule of Classes

WEEK I

Instead roars the crash of hell

Wednesday, January 25
Introduction: Freedom!

Friday, January 27
READ Foner, Chapter 15 (Finish Reading Quiz on MyCourses)
History 106B: United States History Since Reconstruction

WEEK 2  What is the chief end of man?—to get rich
Monday, January 30  MAP QUIZ
Wednesday, February 1  READ Foner, Chapter 16 (Finish Reading Quiz on MyCourses)
Friday, February 3  Finding Sources: Meet in Library Classroom

WEEK 3  The system in which they have waxed fat, insolent and despotic
Monday, February 6  READ Platform of the Socialist Labor Party, 1885 (B) AND Gospel of Wealth, 1886 (B)
Wednesday, February 8  TIMELINE QUIZ
Friday, February 10  Chicago Style: Meet in Library Classroom

WEEK 4  Take Up the White Man's Burden--
Monday, February 13  READ Foner, Chapter 17 (Finish Reading Quiz on MyCourses)
Wednesday, February 15  READ Platform of the Anti-Imperialist League (B) AND The White Man’s Burden, 1899 (B)
Friday, February 17  

WEEK 5  Wealth has never yet sacrificed itself on the altar of patriotism.
Monday, February 20  READ Foner, Chapter 18 (Finish Reading Quiz on MyCourses)
Wednesday, February 22  PRIMARY SOURCE TO BE ANNOUNCED
Friday, February 24  PRIMARY SOURCE TO BE ANNOUNCED

WEEK 6  The light streams upon the path ahead, and nowhere else
Monday, February 27  PRIMARY SOURCE TO BE ANNOUNCED
Wednesday, March 1  PRIMARY SOURCE TO BE ANNOUNCED
Friday, March 3  PRIMARY SOURCE TO BE ANNOUNCED

WEEK 7  In the eyes of the hungry there is a growing wrath
Monday, March 6  PRIMARY SOURCE TO BE ANNOUNCED
Wednesday, March 8  PRIMARY SOURCE TO BE ANNOUNCED
Friday, March 10  PRIMARY SOURCE TO BE ANNOUNCED

SPRING BREAK

WEEK 8  We find our population suffering from old inequalities
Monday, March 20  PRIMARY SOURCE TO BE ANNOUNCED
Wednesday, March 22  PRIMARY SOURCE TO BE ANNOUNCED
Friday, March 24  PRIMARY SOURCE TO BE ANNOUNCED

WEEK 9  One more Marine reporting, Sir — I’ve served my time in Hell
Monday, March 27  PRIMARY SOURCE TO BE ANNOUNCED
Wednesday, March 29  PRIMARY SOURCE TO BE ANNOUNCED
Friday, March 31  PRIMARY SOURCE TO BE ANNOUNCED

WEEK 10  …the conflict between the Social Engineers… and the disciples of Truth
Monday, April 3  PRIMARY SOURCE TO BE ANNOUNCED
Wednesday, April 5  PRIMARY SOURCE TO BE ANNOUNCED
Friday, April 7  PRIMARY SOURCE TO BE ANNOUNCED

WEEK 11  …a frantic parade to nowhere…
Monday, April 10  PRIMARY SOURCE TO BE ANNOUNCED
Wednesday, April 12  PRIMARY SOURCE TO BE ANNOUNCED
# History 106B: United States History Since Reconstruction

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Friday, April 14</td>
<td>NO SCHOOL, GOOD FRIDAY</td>
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<tr>
<td><strong>WEEK 12</strong></td>
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<tr>
<td>Monday, April 17</td>
<td><em>No arsenal except its faith, no currency but its conscience</em></td>
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<tr>
<td>Wednesday, April 19</td>
<td>READ Foner, Chapter 25 (Finish Reading Quiz on MyCourses)</td>
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<td>Friday, April 21</td>
<td>NO CLASSES CELEBRATE CARROLL</td>
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<td><strong>WEEK 13</strong></td>
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<td>Monday, April 24</td>
<td>PRIMARY SOURCE TO BE ANNOUNCED</td>
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<tr>
<td>Wednesday, April 26</td>
<td>READ Foner, Chapter 26 (Finish Reading Quiz on MyCourses)</td>
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<td>Friday, April 28</td>
<td>FINAL PAPER DUE</td>
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<td><strong>WEEK 14</strong></td>
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<td>Monday, May 1</td>
<td><em>Offer me solutions, offer me alternatives/ And I decline</em></td>
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<tr>
<td>Wednesday, May 3</td>
<td>READ Foner, Chapter 27 (Finish Reading Quiz on MyCourses)</td>
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<tr>
<td><strong>FINAL EXAM</strong></td>
<td>May 10, 2017 at 11 AM</td>
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-- The instructor and the University reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum or program requires. --

-- By signing up for this course (and not dropping it by the end of the add/drop period), you have agreed to abide by the terms and conditions listed in this syllabus. --