

**Eastern Oregon University
Course Syllabus**

Number of Course: HIST 202

Name of Course: U.S. History since 1865

Course Description: Surveys the political, cultural, and social history of the United States since the Civil War.

Credit Hours: 5

Required Texts or Suggested Materials:

<http://eou.bncollege.com/webapp/wcs/stores/servlet/TBWizardView?catalogId=10001&langId=-1&storeId=87851>

Prerequisites: College-level reading and writing skills.

Learning Outcomes:

GEC Outcomes: Content Knowledge (CK); Communication (C); Critical Thinking (CT)
Program Outcomes: Content Knowledge (CK); Communication (C); Critical Thinking (CT);

Civic Engagement (CE)

EOU Diversity Requirement: Difference, Power, and Discrimination (DPD)

Upon the completion of this course, students should be able to demonstrate:

- 1.) Familiarity with the central social, cultural, political, and economic developments in the history of the United States since 1865 (CK; DPD)
- 2.) Fluency in identifying and explaining key historical issues from the time period (CK; CT)
- 3.) An ability to locate, summarize, and critically analyze primary and secondary source evidence, formulating independent questions and critiques (CT; DPD)
- 4.) The capacity to recognize contexts and assumptions in historical evidence (CT; CE; DPD)
- 5.) An awareness of multiple perspectives both in history and in the interpretation of history (CK; CT; CE; DPD)
- 6.) The ability to present historical concepts clearly in writing and orally (C; CT)
- 7.) An ability to work collaboratively with peers (C)
- 8.) The skill of evaluating evidence to reach conclusions (CT)
- 9.) An ability to apply major analytical concepts—such as race, class, and gender—to the study of United States history (CE; CT; DPD)

Course Requirements:

Major Assignments

General Participation

Group Workshops

Quizzes

Learning Outcome #

1-9

3-8

1, 2, 4, 5, 9

Exploratory essays	2, 3, 4, 5, 6, 8, 9
Midterm exam	1, 2, 4, 5, 6, 9
Final exam	1, 2, 4, 5, 6, 9

Grading Policies:

Explain how each course requirement will be graded (append rubrics), what percentage on any one assignment equals what grade for that assignment, percentage of overall course grade derived from each requirement, policies on accepting late work, opportunities to resubmit, etc.

Means of Assessment:

GENERAL PARTICIPATION (LOs 1-9)

Includes attendance and active participation in class discussions and related activities. Lectures and discussions are interactive and will explore evidence and pose questions related to subject matter and course themes.

GROUP WORKSHOPS (LOs 3-8)

Small group workshops in which students identify, “unpack,” and analyze primary and secondary source evidence. Students will frequently answer a series of significant questions, formulate their own interpretations and critiques, and share their findings in the form of group presentations and informal essays.

QUIZZES (LOs 1-2, 4-5, 9)

Creative exercises featuring short answer essay questions that ask students to evaluate scholarly arguments/interpretations based on historical evidence.

EXPLORATORY ESSAYS (LOs 2-6, 8-9)

Short (2 page) analytical essays that require students to craft a significant historical question, examine the available historical sources, and use critical thinking, logical analysis, and clear writing to explore the question, formulating and supporting their answer or conclusion.

EXAMS (LOs 1-2, 4-6, 9)

The exams are, like the quizzes, creative exercises. They feature multiple choice questions, short essay questions, and a long essay question that deal with core course concepts, themes, evidence, and interpretations.

Brief Outline of Course:

History 202 covers United States history since the Civil War. It traces the transformation of the U.S. from a predominantly agrarian, rural society to one of the world’s most powerful industrial nations. Examining the major social, political, economic, and cultural developments which have shaped the American experience, we will explore the *meaning* of this experience as interpreted by the nation’s diverse inhabitants. Race, class, and gender will thus function as key analytical concepts. Following the Civil War, African Americans, American women, recent immigrants, and many others remained excluded from full participation as citizens in American society. Much of

the drama of the nation's history over the past century has come from the courageous efforts by these groups to expand their civil and political rights. As historian Eric Foner notes, U.S. history is partly a "story of debates, disagreements, and struggles over freedom." Industrialization also characterized this period, for it lured immigrants, helped create large cities, transformed the workplace, and produced great wealth. However, it also generated new forms of poverty and inequality, fueled political corruption and class conflict, introduced environmental problems, and stimulated various reform efforts. Finally, we will examine the development of the U.S. into a world power, focusing on the ways in which World War II, the Cold War, Vietnam, and more recent international crises have shaped modern American life. Rather than try to address every historical event that took place following the Civil War, we will concentrate on key issues which hold special interest for scholars and which figure centrally in debates over the meaning of the American experience. Sacrificing coverage for in-depth analysis will enable us to pay particular attention to how historians *do* history and construct arguments from various types of evidence. Historical interpretation is contested terrain that involves creative investigation, careful documentation, critical thinking, logical analysis, and clear writing. Over the course of the term, students will develop, explain, and defend their own interpretations regarding a host of major issues in U.S. history since 1865.

- WEEK 1 – RECONSTRUCTION: AMERICA'S UNFINISHED REVOLUTION
- WEEK 2 – THE AMERICAN WEST IN HISTORY AND MEMORY
- WEEK 3 – LIFE IN INDUSTRIAL AMERICA
- WEEK 4 – REFORM, RADICALISM, AND THE RISE OF A GLOBAL POWER
- WEEK 5 – THE GREAT DEPRESSION AND THE NEW DEAL
- WEEK 6 – WORLD WAR II
- WEEK 7 – COLD WAR AMERICA
- WEEK 8 – THE STRUGGLE FOR CIVIL RIGHTS
- WEEK 9 – THE VIETNAM WAR AND THE POLITICS OF IDENTITY
- WEEK 10 – RECENT AMERICA

General Education Category and Outcomes:

LEARNING OUTCOMES:

Content Knowledge: Achieve the ability to synthesize and discuss selected historical experiences in the Americas and in Europe.

Communication: Attain a wide-ranging understanding of the core concepts, events, and historiographical trends in selected areas of American and European history, demonstrated through written and oral work.

Critical Thinking: Master skills in historical research, critical thinking, reading and writing, and polished oral presentation of scholarly work.

Civic Engagement: Demonstrate an understanding of the role of historical knowledge in shaping the narratives of a nation and a world, demonstrated through a critical understanding of how the use/misuse of history contributes to political, social, and cultural interpretations,

and how multiple historical discourse communities make history public (i.e., historical societies, archival repositories, museums).

DPD OUTCOMES:

- 1.)** Students should 1) identify specific examples of unequal distribution of power and resources in a given society and 2) describe those structures, systems, and ideologies related to specific examples, e.g., social, political, economic, environmental, or cultural.
- 2.)** Students should apply discipline-specific knowledge and concepts to distinguish between the causes and effects of the unequal distribution of power that create the conditions for discrimination.
- 3.)** Students should 1) apply discipline-specific knowledge and concepts to identify societal contributions of under-represented groups and 2) explain how those contributions affect and/or are affected by thinking and learning in that discipline.

University Writing Requirement Outcomes: N/A

Writing Center Statements:

For on-campus courses

The Writing Center provides a place — physical or virtual — where every EOU writer can find an interested, responsive reader. Writing tutorials are free of charge for EOU's undergraduate and graduate students who are writing for any course at any level, or who are writing resumes, job letters, graduate applications, and more. Go to eou.mywconline.com to schedule an appointment in the Writing Center (Loso Hall 234).

For online or on-site courses

The Writing Center provides a place — physical or virtual — where every EOU writer can find an interested, responsive reader. Writing tutorials are free of charge for EOU students writing for any undergraduate course. Go to [EOU's eTutoring page](#) to submit a paper to a writing tutor.

For graduate courses

The Writing Center provides a place — physical or virtual — where every EOU writer can find an interested, responsive reader. Writing tutorials are free of charge for EOU students writing for any graduate course. Go to [EOU's eTutoring page](#) to submit a paper to a writing tutor. Click on [Graduate Students How To](#) for information about tagging your submission.

Classroom Decorum:

Academic Misconduct Policy:

Eastern Oregon University places a high value upon the integrity of its student scholars. Any student found responsible for an act of academic misconduct (including but not limited to cheating, unauthorized collaboration, fabrication, facilitation, plagiarism or tampering) may be subject to having his or her grade reduced in the course in question, being placed on probation or suspended from the University, or a combination of these. (Please see the Student Handbook online at <http://www.eou.edu/sse/student-handbook/>).

Accommodations/Students with Disabilities policy:

Any student who feels he or she may need an accommodation for any type of disability, must contact the Disability Services Office in Loso Hall, Room 234. Phone: 541-962-3081.

Disclaimer:

This standard syllabus provides only general information on the course. For those enrolled in the course a detailed syllabus will be provided by the Instructor at the beginning of the term. Please keep in mind that not all courses are offered every year. Consult Webster for scheduling information.

Date: