

Lamar University

College of Arts & Sciences

History Department

History 1302 Section 07

U.S. History II, 1877-Present

Course Syllabus Spring 2014

Instructor: Dr. Mark A. Mengerink

MWF 12:40-1:35pm

Dr. Mengerink's Contact Info

Office: Archer 204B

Phone: 409-880-7618 (I only return calls if you leave a message!)

Email: We will use the Blackboard mail function

Office Hours:
M 2-4pm

"Misunderstanding of the present is the inevitable consequence of ignorance of the past. But a man can wear himself out just as fruitlessly in seeking to understand the past if he is totally ignorant of the present." (Marc Bloch, *The Historian's Craft*, p.43)

About Me!

I earned my Ph.D. in modern German history from the University of Toledo, in Toledo, OH. I came to Lamar University in 2007, where I have taught American history surveys (HIST 1301 and HIST 1302), as well as courses in world history, modern European history, Nazi Germany, the Holocaust, and the modern Middle East.

When not teaching, researching, writing, and serving on committees, I enjoy running, listening to music, and spending time with my wife and cats.

Course Description

This course is a careful examination of United States history from the post-reconstruction period (1877) to the present.

Emphasis will be on examining the major political, economic, and social trends of this time period. We will study major questions like: how have political, economic, and social power been distributed throughout U.S. history? How do those with power try to maintain it? How do those without power try to get it? What obstacles has the United States faced in achieving Jefferson's goals in the Declaration of Independence, namely social, economic, and political justice? How and to what extent has the United States overcome these obstacles? How has the United States impacted world affairs?

As a survey, this class will provide you with a basic knowledge of not only what happened in U.S. history during this period, but also the skills to critically examine why historical events happen and why they are important. HIST 1302 fulfills a Core Curriculum requirement set by the state of Texas and Lamar University, but has a broader significance for your education. You will develop important skills in analysis and writing that will assist you during your time at Lamar as well as in your professional career. The History Department at Lamar believes that imparting knowledge and understanding of the past "improve[s] the quality of life of individuals and contribute[s] to the welfare of our society." (<http://catalog.lamar.edu/arts-and-sciences/history.html>)

Course Organization

My time as an ACES fellow (Cohort 5, 2013-2014) has greatly influenced the structure and delivery of our course this semester. ACES stands for Active and Collaborative Engagement for Students and was implemented on campus as a means of encouraging and training professors to move away from the traditional lecture format in the classroom to increase active learning among students.

As a result, class time will be an opportunity for us to explore in more depth what you encounter in the assigned readings. We will explore these topics through short writing assignments, team and group activities, class discussion, student presentations, and other similar activities. I will do all I can to ensure the experience and assessment of group work is rewarding and fair for all members of the group.

Only on rare occasions will I lecture.

Collaborative study increases student success and I want to help you succeed as a student in this class, in other classes during your time at Lamar, and once you graduate.

History 1302-07

Spring 2014

Teaching Philosophy Statement

Dear Students,

My goals as a professor are to help inspire you to learn and to challenge you to reach your highest potential. The following is my philosophy regarding teaching and learning.

1. I believe it is essential that I help you to grow as a person, to support your intellectual and professional development, to challenge your assumptions, and to expand your worldview. Basically, I believe my responsibility as a professor goes beyond just teaching you history.
2. I believe that by providing you with access to the necessary skills and resources that you can reach the challenging and high standards I have established for History 1302. I believe a supportive but challenging environment benefits your development as a person and student.
3. I want you to know that I am personally invested in your success this semester. I care deeply that you learn and succeed and will work with you to help you achieve your personal and educational goals.
4. I believe the class day is wasted if I haven't smiled and laughed with you.
5. I do not enter the classroom expecting you to fail. I expect you to learn and succeed and try and help you expect that of yourself.
6. I believe teaching is something I do *with* students, not something I do *to* them. This collaboration means we will get out of this class what we put into it.
7. I believe that we do not have to cover everything in every chapter for us to learn American history. I hope you will come to realize this as well.
8. I believe my training as an ACES fellow (Active and Collaborative Engagement for Students), with its emphasis on moving beyond lectures, will transform our classroom into an amazing learning environment.

My twelve-and-a-half years teaching at the university level has reinforced my love and passion for challenging students and helping them to succeed. I have the best job in the world! The privilege to teach continues to be a source of personal reward and inspiration for me.

Let's have a fun and rewarding semester together. Best wishes, and good luck.

"There are worse crimes than burning books. One of them is not reading them." – Joseph Brodsky

Required Textbook:

Michael Schaller, et. al., *American Horizons: U.S. History in a Global Context, Volume II, Since 1865* (New York: Oxford University Press, 2013); ISBN 978-0-19-536953-3

In addition, you will have the opportunity to read pri-

Student Learning Outcomes

Through your writing and use of primary and secondary sources, you will:

- illustrate an understanding of the context, content, and bias of primary and secondary sources.
- construct historical interpretations using appropriate evidence, sound reasoning, logical organization, and grammatically correct prose.
- analyze the effects of historical, social, political, economic, cultural, and global forces on U.S. history from 1877 to the present.
- trace the evolution and current role of the United States in the world.

Through exams, you will:

- illustrate your comprehension of different historical interpretations of U.S. history.
- demonstrate comprehension of the usefulness and relevancy of historical knowledge to current events.
- demonstrate a basic factual understanding of major events, themes, and issues in United States history from 1877 to the present.

History 1302-07

Spring 2014

Blackboard System

We will use the Blackboard system this semester in a variety of ways. Please use the Blackboard message function when you must contact me electronically.

Technical support is available. I cannot help you with technical problems that might arise when using Blackboard.

Blackboard Technical Support:

Office: John Gray Center, Building B, Room 125
Phone: 409-880-2222, 8am-5pm, M-F

After Hours and Weekend Technical Support:

Please call toll free: 1-866-321-7170 or go online to live chat d2.parature.com/ics/support/default.asp?deptID=8089

Your Responsibilities

Meeting your responsibilities this semester will help me meet mine. Your responsibilities include:

- Having fun while studying history.
- Knowing due dates for all assignments and exams.
- Knowing important university deadlines, like course drop deadlines.
- Participating in class activities.
- Attending class and completing coursework according to the directions.
- Avoiding academic dishonesty.
- Obtaining class notes from a classmate if you miss class. I do not make my notes available for students.
- Examining carefully the comments I have made on returned assignments to reinforce the strengths of your work and avoid repeating your mistakes.



**I want YOU
to study History!**

Creating a Positive Learning Community

A respectful atmosphere promotes learning. We will create a respectful atmosphere together in class by remembering the following:

- Acknowledge the dignity of each individual in class.
- Avoid disruptive behaviors, which include, but are not limited to: talking out of turn, chronic tardiness, and texting.
- Raise your hand before participating in class discussion.
- Be on time to class.
- Avoid texting while in class.
- Notify me before class if you are leaving class early.
- Wear proper footwear in class for safety and the comfort of your classmates.

Failure to abide by these simple rules could affect your course grade or, in extreme cases, result in your removal

Important Policies

- Electronic recording devices are not allowed this semester, unless to accommodate a documented disability. I have no desire to “go viral” on YouTube...
- To maintain the integrity of this course and its goals, I reserve the right to alter this syllabus during the course of the semester. I will notify you before making any changes.
- Please monitor your grades through Blackboard. To maintain confidentiality, I will only discuss grades and grade challenges in private face-to-face meetings in my office.
- To ensure informed and thoughtful discussions about grades, I will not respond to inquiries about graded assignments for 24 hours. Before I answer any questions you must be able to show that you have read and thought about my comments beforehand.
- Keep copies of all graded work until I have submitted grades at the end of the semester in case you wish to dispute a grade.
- If you are more than 10 minutes late to a private meeting in my office you must reschedule the meeting for a different time.

History 1302-07

Spring 2014

Attendance Policy

I will take attendance every class period. Attendance is crucial for your success in this course. More than 6 unexcused absences will result in a one-letter grade reduction of your semester grade. Valid documentation for absences is required for your absence to be counted as excused.

Plagiarism and Academic Dishonesty Policy

The Lamar University History Department considers academic dishonesty, including cheating, collusion, and plagiarism, as defined in the student handbook, a serious academic offense. Students guilty of such misbehavior will be subject to the following penalties:

First offense: Students will receive a failing grade on the exam or assignment [a zero], with no possibility for make-up. If the offense is flagrant, the student may receive an F in the course. The student's name and documented offense will be placed on file in the History Department.

Second offense: Student will receive an F in the course with no possibility of make-up. The student's name and documented offense will be forwarded to the proper university officials.

All accused students shall be entitled to a written notice of the offense and the penalty assessed, and notified of his or her right to appeal to the department chair/advisory committee.

If you have any questions about academic dishonesty, and what actions constitute such an offense, please ask me.

Grading Scale

352-400 points (88-100 percent) = A

300-351 points (75-87 percent) = B

248-299 points (62-74 percent) = C

200-247 points (50-61 percent) = D

Grading Plan

I will determine the grade you earned for this course through the following assignments. Please see the Tentative Schedule for all due dates for the following assignments/exams.

Syllabus Quiz — A multiple choice, true/false quiz taken through Blackboard on information contained in this syllabus.

Plagiarism Quiz — An online tutorial and quiz testing your understanding of plagiarism. Directions posted on Blackboard.

History Workshop Assignments (HWAs) — Brief writing assignments based on the primary sources and readings from the textbook. There will be eight assignments, five of which will count toward your semester grade. Directions for each assignment are posted on Blackboard.

Essays — Two separate essays of 3-4 pages allowing you to illustrate your understanding of key themes and topics examined through the readings and in class. You will develop an interpretation of a particular topic and support it with a solid argument and evidence. The directions and the rubrics I will use to assess your essays are posted on Blackboard.

Midterm and Final Exams — Essay exams.

Other (non-graded) Required Work — Our course involves much in-class and at-home preparation that is not graded as individual assignments, but will lay the foundation for your success and learning on the graded assignments.

Point Distribution

Syllabus Quiz 15 points

Plagiarism Quiz 20 points

HWAs 15 points

Essay #1 50 points

Essay #2 100 points

Midterm Exam 100 points

Final Exam 100 points

Total Points 400 points

History 1302-07

Spring 2014

Late Assignment Policies...

Sponsored by students who submit their assignments on time.

Syllabus Quiz — If the quiz window closes before you take it, then I consider quiz late. Contact me to re-open the quiz. 10 percent deduction per day for late syllabus quizzes.

Plagiarism Quiz — 10 percent deduction per weekday for late plagiarism quizzes. Submit the quiz in hard copy format. Do not email me the plagiarism quiz results. Do not slide results under my office door. Please note: You must submit both the “pre-test” and “post-test” results to earn a grade for the plagiarism quiz.

HWAs — HWAs will not be accepted late for any reason. They are intended to help you prepare for class discussion and therefore need to be completed before discussion occurs. I drop the three lowest scores.

Essays — Essays are not accepted late for any reason. Begin preparing for and writing the essays early. I am willing to help in all steps of the process. The Writing Center can provide valuable assistance as well. Visit them online (<http://artssciences.lamar.edu/writing-center/index.html>) or in person on the first floor of the library.

Midterm Exam — One-letter grade deduction for late exams, unless you provide valid documentation for your absence.

The make-up exam will be given during the last class week of the semester.



Be like Rosie and do your part in class this semester. Together, we can be successful history students!

Disability Statement

Students with a disability that may require a classroom accommodation must register with the Services for Students with Disabilities office, located in Communication Room 105 (phone 409-880-8347 TTY/Voice). I will not make any accommodation with students unless he or she is registered and I have received a copy of the appropriate documentation. Information shared with this office will be kept confidential to the extent consistent with state and federal law.

Emergency Procedures

Many types of emergencies can occur on campus. You can find instructions for severe weather, violence/active shooter, fire, or chemical release at <http://www.lamar.edu/about-lu/administration/risk-management/index.html>

For convenience, following are procedures for the first two:

Severe Weather:

- Follow the directions of the instructor or emergency personnel
- Seek shelter in an interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.
- If you are in a multi-story building and you cannot get to the lowest floor, pick a hallway in the center of the building.
- Stay in the center of the building, away from exterior walls, windows, and doors.

In the event severe weather causes a campus closure in excess of 4 days, students must login to the university's homepage for instructions on continuing classes remotely.

Violence/Active Shooter (CADD):

- **CALL** – 8-3-1-1 from a campus phone (880-8311 from a cell phone). Note: calling 9-1-1 from either a campus phone or cell phone will contact Beaumont City Police Dispatch rather than University Police.
- **AVOID** – If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- **DENY** – Barricade the door with desks, chairs, bookcases, or any other items. Move to a place inside the room where you are not visi-

ble. Turn off the lights and remain quiet. Re- main there until told by police it is safe.

- **DEFEND** – Use chairs, desks, cell phones, or whatever is immediately available to distract and/or defend yourself and others from attack.

History 1302-07

Spring 2014

Important Dates to Remember

Mon., January 13, 2013 — Spring semester classes begin.

Mon., January 20, 2014 — MLK Day. No classes.

Wed., January 29, 2014 — Last day for full refund on dropped courses.

Mon., February 10, 2014 — Final Spring 2014 non-payment purge after 5pm.

Fri., February 14, 2014 — Last day to drop or withdraw without academic penalty.

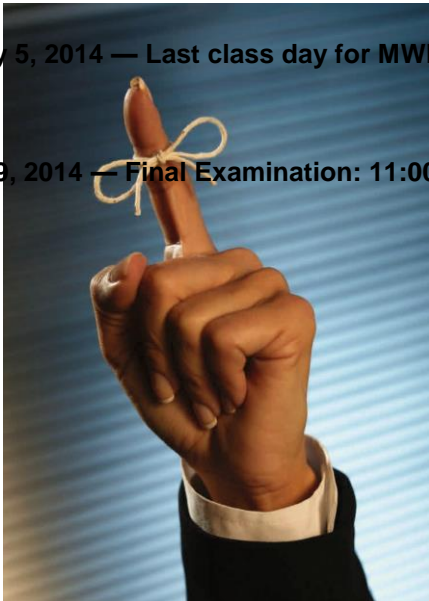
Mo., March 10-Fri., March 14, 2014 — Spring Break. No classes.

Thu., March 27, 2014 — Last day to drop or withdraw with academic penalty.

Fri., April 18, 2014 — Good Friday. No classes.

Mon. May 5, 2014 — Last class day for MWF classes.

Fri. May 9, 2014 — Final Examination: 11:00am-1:30pm.



Tentative Schedule

Week of January 13: Course Introduction

- **Read:** Various handouts
- Syllabus Quiz open on Blackboard.
- Plagiarism Quiz directions available on Blackboard.
- Administrative duties.
- What is History? How and Why Do We Study It?

Week of January 20: Reconstructing America, 1865-1877

- **Read:** Schaller, Chapter 15
- **HWA#1 due — Monday, January 20, 2014.**
- The Battle for Reconstruction: Goals and Implementation.
- Life during Reconstruction.
- Killing Reconstruction.

Week of January 27: The Trans-Mississippi West, 1870-1914

- **Read:** Schaller, Chapter 16.
- **HWA#2 due — Monday, January 27, 2014.**
- **Friday, January 31, 2014 — Syllabus Quiz Window Closes at 11pm.**
- **Friday, January 31, 2014 — Plagiarism Quiz results due at Beginning of Class.**
- Subjugating Native Americans.
- Exploiting the Mountains, the Grass, and the Earth.

Be aware of important dates throughout the semester, including due dates for assignments and exams!

History 1302-07

Spring 2014

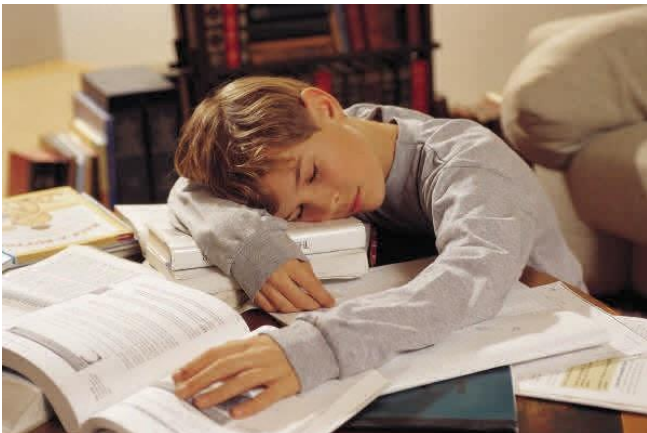
Tentative Schedule, cont'd.

Week of February 3: Industrialization, 1870-1914

- Read:** Schaller, Chapter 17.
- **HWA#3 due — Monday, February 3, 2014.**
- The United States and the Global Market.
- The Life of Workers.
- The Industrial Order: For or Against?

Week of February 10: Urbanization, Immigration, and Politics, 1877-1900

- Read:** Schaller, Chapter 18.
- **HWA#4 due — Monday, February 10, 2014.**
- What is "American?"
- Urban Setting: Opportunity or Crisis?



**Studying history effectively is hard,
but rewarding, work! What do you
think he's dreaming?**

Tentative Schedule, cont'd.

Week of February 17: U.S. Imperialism, 1892-1914

- **Read:** Schaller, Chapter 19.
- **Essay #1 due by 11pm on Sunday, February 16, 2014.**
- New Imperialism.
- American Empire: For or Against?

Week of February 24: The Progressive Era, 1890-1920

- **Read:** Schaller, Chapter 20.
- Urban, Political, and Economic Reform.
- Gender and Reform.

Week of March 3: America and the Great War, 1914-1920

- **Read:** Schaller, Chapter 21.
- **Midterm Exam — Friday, March 7, 2014.**
- Challenges to American Neutrality.
- Mobilizing Resources.
- The Failed Peace?

Week of March 10: Spring break — No classes.

Week of March 17: A New Era, 1920-1930

- **Read:** Schaller, Chapter 22.
- A New Economic Reality.
- Racial and Political Tension.
- The Culture Wars.

**Of course he's dreaming about all
of the wonderful places a history
education can take you!**

History 1302-07

Spring 2014

Tentative Schedule, cont'd.

Week of March 24: The Great Depression & The New Deal, 1931-1939

- Read:** Schaller, Chapter 23.
- **HWA#5 due — Monday, March 24, 2014.**

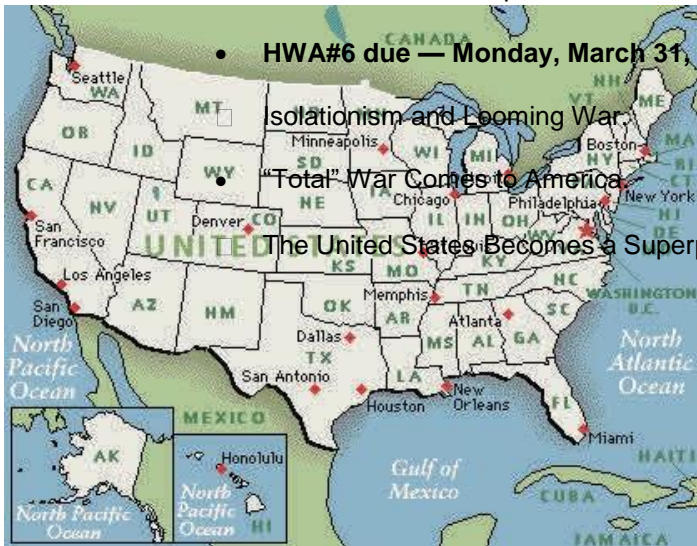
- Of Hoovervilles and New Deals.
- “Winners” and “Losers” of the New Deal.

- Political, Economic, and Social Legacy of the New Deal.

Week of March 31: The World at War, 1931-1945

- Read:** Schaller, Chapter 24.
- **HWA#6 due — Monday, March 31, 2014.**

isolationism and Looming War.
• “Total” War Comes to America
The United States Becomes a Superpower.



Tentative Schedule, cont'd.

Week of April 7: Cold War America, 1945-1960

-
- Read:** Schaller, Chapters 25 & 26.

- **HWA#7 due — Monday, April 7, 2014.**
-
- A “Cold” War? U.S.-Soviet Global Competition.

- Affluence for All?
- Conformity and Rebellion.

Week of April 14: Turbulent Decade: The 1960s

- **Read:** Schaller, Chapter 27.

- **HWA#8 due — Monday, April 14, 2014.**

- The New Frontier and Great Society.

- Civil Rights for All? Blacks, Latinos, Indians, and Women in the 1960s.

Week of April 21: The Vietnam Era, 1961-1975

- **Read:** Schaller, Chapter 28.

- **Essay #2 due by 11pm — Sunday, April 20, 2014.**
- May 5: Last Day of Class**
- Week of April 28: A Resurgent Conservatism, 1974**
- **HWA#9 due — Monday, April 28, 2014.**

