

Framingham State University
Syllabus
HIST 152 US History Since Reconstruction
Summer 2016

Credit: 4
Teaching Hours: 60 hours
Time: 2 hours/day, Mon-Friday

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Email Policy & Appointments: Weekdays I check my email regularly between 8:30 a.m. and 4:30 p.m. I do not check it frequently on weekends. It is the preferred way to contact me outside of class time.

“Learning is not attained by chance; it must be sought for with ardor and attended with diligence.” Abigail Adams, First Lady.

Catalog Description of HIST 152 United States History since Reconstruction

A survey of the political, economic, social, and cultural developments from Reconstruction to the present. The course examines the development of the United States within a global context and covers the growth of American industry, the nation’s growing international role, the Great Depression and the New Deal, the Cold War, and political changes of the late 20th century.

Note: This is a writing intensive course. Prior completion of ENGL 110 Expository Writing is recommended. This course fulfills the State law requiring study of the United States and Massachusetts constitutions.

Goals/Purpose

This class surveys American history from 1877 to the present. Lectures, readings, class discussions and other assignments address political, economic, social, and cultural changes that have occurred.

Students will

- *demonstrate greater understanding of significant economic, social and political changes in America since 1877.
- *improve written and verbal communication skills.
- *demonstrate basic knowledge of the practice of history.

Why study history? We are all historians to one degree or another: by telling a friend what you did during the summer you convey history; by posting pictures or comments on a social networking site you create history; by graduating from high school; and married/divorced you

leave historical records. In other words, we are all part of history. By studying the past, we can better comprehend current events such as the rise of international terrorism, racism, and the animosity between the political parties. While it is impossible to predict what will happen in the future, study of the past often reveals important trends and/or possibilities. Knowing history will help us understand the present.

Required Book

Foner, Eric. *Give Me Liberty!* 4th edition. (Make sure that you get Vol. 2: From 1865.)

Articles on Blackboard (in the order we will read them in class)

Hacker, Barton. "The US Army as a National Police Force: The Federal Policing of Labor Disputes, 1877-1898." *Military Affairs*, Vol. 33, No. 1 (April 1969): 255-264.

Richard, Mark Paul. "“This is Not a Catholic Nation”": The Ku Klux Klan Confronts Franco-Americans in Maine." *The New England Quarterly*, Vol. 82, No. 2 (June 2009): 285-303.

Levy, Peter B. "Spiro Agnew, The Forgotten Americans, and the Rise of the New Right." *The Historian*, (2013): 707-741.

Weekly Schedule

At the end of each week, students will write an essay as part of their attendance grade.

Week 1-Introduction, Reconstruction, the Gilded Age, Populism and Empire: America to Foner, chapters 15-17. Class Discussion of article: Hacker, Barton. "The US Army as a National Police Force: The Federal Policing of Labor Disputes, 1877-1898." *Military Affairs*, Vol. 33, No. 1 (April 1969): 255-264.

Week 2-Progressive Era and World War I, Foner, chapters, 18-19.

Week 3-The 1920s and the Great Depression. Foner, chapters, 20-21. Class discussion of article: Richard, Mark Paul. "“This is Not a Catholic Nation”": The Ku Klux Klan Confronts Franco-Americans in Maine." *The New England Quarterly*, Vol. 82, No. 2 (June 2009): 285-303. Mid-term exam.

Week 4-Conclude the New Deal, World War II, and the Cold War in the 1950s, Foner, chapters 21-23.

Week 5-America in the 1950s and 1960s Foner, chapters 24-25. Class discussion of article:
Levy, Peter B. "Spiro Agnew, The Forgotten Americans, and the Rise of the New Right." *The Historian*, (2013): 707-741.

Week 6-The 1960s, the Triumph of Conservatism, and America after the Cold War, Foner, chapters, 26-28.

Classroom Etiquette

Please silence your phones and put them away. I will ask you to leave class if I see you using your phone. You are welcome to use laptops or tablets for taking notes only. If I suspect that you are using them for other things, I will ask you to turn it off.

Grading

Grades: 100 Points Possible. As noted above points will be deducted for daily work not turned in. Late work will be accepted at my discretion, but points will be reduced. I will make exceptions if you provide documentation to support your request.

Mid-term—35 points

Final Exam—35 points

Attendance and homework assignments—30 points

A 100-94, A- 93-90

B+ 89-87, B 86-84, B- 83-80

C+ 79-77, C 76-74, C- 73-70

D+ 69-67, D 66-64, D- 63-60

F 59

Academic Honesty

Plagiarism involves the failure to indicate the source of ideas or information. In not giving credit to your sources, you are claiming the ideas or information as your own. Plagiarism includes: copying from a source, paraphrasing a source, obtaining a paper or portion thereof from a source other than yourself (e.g., a peer, web site), purchasing a paper even if an original work, or any other means of completing a written assignment not of one's own efforts. Plagiarism is grounds for course failure and expulsion from university.