

HISTORY 121 (UG17)

United States History since 1877

Class Meets Monday, Wednesday, & Friday
From 1:00–1:50
At Jordan Hall, Room 319



Professor Lindsey R. Peterson

Office Hours:
Monday from 12:00–12:50
Wednesday from 12:00–12:50
Friday from 12:00–12:50
or by appointment

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Course Description:

This class will approach the United States' history since 1877 by focusing on the religious, political, economic, social, and cultural development of American society at large. Instead of exclusively examining leaders and larger-than-life historical figures, this class focuses on ordinary Americans using a macro and micro approach. We will be paying particular attention to the development of race and ethnicity, gender and sexuality, and class throughout United States History.

Course Objectives:

At the end of this course, students will:

- 1.) be able to identify concrete examples of themes in US history since 1877 and be able to draw connections between four eras of the nation's late history.
- 2.) understand the ways in which historians use primary sources to gather information, identify biases, and craft evidence-based arguments.
- 3.) practice their own reading and understanding of historical documents through critical thinking and reading in discussion and writing.
- 4.) have developed their professional skills in writing and oral communication, critical thinking and reading, and problem solving.

Course Question:

This course is organized around a central question that you will reference throughout the semester in our discussions and in your writing assignments. When approaching this question, you will consider change over time, as well as a multitude of diverse perspectives.

How have Americans organized themselves socially and as a nation since its founding through 1877? Consider how race & ethnicity, gender & sexuality, and class have intersected to construct an American identity throughout United States history from first contact to 1877.

Credit Hour Policy: Lecture and Discussion

HIS 121 is a face-to-face format course that meets one 50-minute session per week per credit hour with an expectation of two hours of out-of-class work per week per credit hour for an approximate 15-week semester.

Readings:

- 1.) *Give Me Liberty: An American History, Vol. 2*, Seagull Fourth Edition by Eric Foner.
- 2.) All **required** readings on the syllabus will be available online through my.Sioux Falls under “Resources.”

The Course Schedule has every reading assignment, lecture, discussion due date, writing assignment, and test listed in it. Please pay attention to the Course Schedule for your responsibilities throughout the semester.

Grading:

25%	Three Primary Source Analysis Essays
5%	Intersectionality Exercise
15%	Discussion Participation
40%	Unit Exams
15%	Final Exam

A – 100-89.5%

B – 89.4-79.5%

C – 79.4-69.5%

D – 69.4-59.5%

F – 59.4 -0%

Course Lectures:

This course is dependent on course lectures. Consequently, you must be present in order to do well in the course, because you will not find the lecture materials in the course textbook. In the case of your absence, you are responsible for procuring lecture notes from a fellow student, and I will not give you my lecture notes if you are absent. If you cannot find someone to get notes from, contact me and I will find a student to share notes with you, or you can schedule a meeting with me to discuss the course content. The PowerPoints for the lectures are available online, but they have minimal notes on them so you will still need to attend lectures and take thorough notes to do well in this course.

Discussion Participation and Attendance:

Throughout the semester we will hold Discussion Days. You are expected to come to class having read, viewed, and watched all of the assigned primary sources for that day. We will analyze and discuss these sources together, and you must be prepared in order to contribute to the class and receive

credit for participation. Full credit for participation requires students to add substantive, provocative, meaningful, and logical thoughts and questions to the discussion. No credit will be given if you do not participate on these days, and since this is worth 15% of your grade it is important that you are prepared and contribute to the discussions.

Primary Source Analysis Essays:

Before Discussion Days you will read the primary sources that are assigned in the Course Schedule. Based on those materials you will craft a brief essay that uses at least two of those primary sources to answer the Course Question (*stated above*). They will be short, one double-spaced page, and they are due the class meeting following our discussion at the beginning of class. Essays more than 1 double-spaced page will not be accepted. They must be *argumentative*: you will state a one sentence argument in the first paragraph of your essay. They must also be *analytical*: you should use the remainder of the essay to demonstrate that point with evidence from the primary source assigned. You must write four essays (one for each unit), but you may choose which week you wish to write on. You will receive feedback on these essays and revise them as part of your final exam, which you can read about below. Each essay is worth 50 points.

Exams:

There will be three take-home exams in this course. Exams will be based on the materials from lectures and discussions in each of the three units. Exams will be divided into two parts. In Part I you will identify three key terms and their significance (30 points), and in Part II you will read and analyze a snippet from a primary source (20 points). Each exam is worth 50 points.

Final Exam, Two-Options:

Oral Exam: On Monday, December 2 we will meet to hold a discussion, and you will be graded based on your participation in this discussion. The main question of this discussion will be the course question. You should be prepared to discuss how Americans have organized themselves since first contact through 1877, and be able to support your points with specific, detailed examples. I will grade your participation and issue you a grade within 12 hours, and if you are not satisfied with your grade you may choose to complete the written option (*see below*).

Written Exam: You will write a take-home final exam for this course based on the primary source analysis essays you wrote throughout the semester. For your final exam you will write a 4–5 page essay that answers the Course Question (*stated above*). Your answer must be *argumentative*: you will write a one sentence argument in the first paragraph of your essay. It must also be *analytical*: you should use the remainder of the essay to demonstrate that point with evidence from the primary sources assigned for Discussion Days. After each primary source analysis essay you hand in you will receive feedback on your work, and you are expected to implement that feedback and revise your work for the Final Exam. You need to include at least one example from each of the four units. Your answer should be a thoughtful, analytical, and well-supported answer to the Course Question.

The Final Exam is worth 100 pts.

Late Assignments:

Late assignments will be accepted with official and proper documentation, such as a physician's note with no late penalty. All other late assignments will receive a penalty of 10% off per each day it is late.

Classroom Resources:

The best way to reach me is through my university email account: lindsey.peterson@usioxford.edu. I also encourage you to attend my office hours or to make an appointment with me to discuss the class and your work. I am available on Mondays, Wednesdays, and Fridays.

Academic Integrity:

All students at the University of Sioux Falls are expected to demonstrate the highest levels of academic integrity. Forms of academic dishonesty include (but are not limited to):

- 1.) Cheating (including copying from others' work)
- 2.) Plagiarism (representing another person's words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
- 3.) Falsification of documents
- 4.) Disclosure of test or other assignment content to another student
- 5.) Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members' involved
- 6.) Unauthorized academic collaboration with others

7.) Conspiracy to engage in academic misconduct

Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions. If a faculty member determines that a student has violated our Academic Integrity Policy, sanctions ranging from resubmission of work to course failure may occur. Note that repeated acts of academic misconduct will lead to expulsion from the University.

Plagiarism is a serious academic offense. Put simply, plagiarism is intellectual theft. It is the use of someone else's ideas, writing, or research in your own work without marking it as such and giving credit to the original author. As such, plagiarism is both theft (stealing someone's work) and deceit (presenting that work as one's own).

At minimum, any student caught plagiarizing any assignment for this course will receive an 'F' (zero points) for that assignment and probably an 'F' for the course, depending on the severity of the plagiarism. The decision to take things further and pursue formal charges of academic misconduct, which can lead to suspension or expulsion, is up to me, the professor. Any student caught using material from a term paper purchasing site, even if this material is from the 'free sample' of that site, will receive an 'F' for the course.

Compliance with the Americans with Disabilities Act: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Learning Accessibility Services at (605) 331-6740 or access@usiouxfalls.edu. Accommodations can only be arranged through this office, which is located in the Academic Success Center (McDonald Center).

Compliance with Title IX:

In compliance with, among other laws, Title IX of the Education Amendments of 1972 (Title IX) and The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1990 (Clery Act), I am mandated to report to USF administrators facts disclosing the possible

commission of a Clery Act offense or discrimination based upon sex in the provision of educational activities. Please be aware that all of our communications, or your communications that I have knowledge of but am not a party to, are not confidential and can form the basis for a mandated report. If you have questions, please contact Julie Gednalske, the Title IX Coordinator, at 605-331-6683 or at TitleIX@usiouxfalls.edu

Syllabus Changes:

The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes both in class and via email.