

CENTRAL WASHINGTON UNIVERSITY
History 144
United States History since 1865

Instructor: Thomas Wellock

Office: LL-100L
Office Phone: 963-2344
Home Phone: 925-4405 (Before 9 p.m.)
Final Exam: December 10, 8-10:00 am.

Web Page: www.cwu.edu/~wellock
Office Hours: M-F 10-10:50 am.
E-mail: wellock@cwu.edu

COURSE DESCRIPTION: This course is a survey of political, diplomatic, economic, social, and cultural history of the United States since 1865. We will focus on several developments and themes. At the core of this course is a study of how industrialization and modernization fundamentally transformed American society. In particular, we will look at changes in the political development of the nation, immigration, relations between groups (racial, ethnic, class, and gender), social movements, and the United States' role in the world.

LEARNING OUTCOMES:

After successful completion of the course, students should be able to perform the following in written and oral presentations:

- (1) Reconstruct the historic meaning of events by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences followed.
- (2) Reconstruct patterns of historical continuity and change.
- (3) Analyze cause and effect relationships bearing in mind multiple causation.
- (4) Differentiate between historical facts and historical interpretations, but acknowledge that the two are related.
- (5) Identify the central questions and perspectives in primary documents.
- (6) Bring sound and relevant historical analysis to the service of informed decision making on current issues.

COURSE LECTURE OUTLINES: Available at my website <http://www.cwu.edu/~wellock>

REQUIRED TEXTS:

Alan Brinkley, The Unfinished Nation, vol. II.
Larry Madaras and James SoRelle, Taking Sides: Clashing Views in United States History, vol. II. (chapters will be on reserve in the library).

<u>EVALUATION:</u>	Mid-Term Exam:	20%
	Final Exam:	20%
	Short Essays:	20%
	Class & Debate Participation	20%
	Team Debate Panel	10%
	Debate Quizzes	10%

EXAMS: The exams will be in essay format with a few ID questions and a longer essay.

It is essential that the information and main points for your answers be drawn from the lecture notes (especially important for understanding the why the ID terms and essay themes were important to American history), The Unfinished Nation (helps provide additional details not covered in the lecture), and Taking Sides. You are permitted to bring in one 8 1/2 x 11 study sheet of handwritten notes. You must write the sheet in your own words. You may not use answers copied from the study sheets or class notes of other students, past or present. You may not copy answers from print material, such as books, magazines, and websites such as Wikipedia. You may use information from these sources, but paraphrasing this material in your own words is essential. It is not acceptable to copy a passage, edit out words, and claim that you wrote it; the words that remain are not your own. The study sheet is a learning tool. It gets you to take information from diverse sources and condense them down to essential points before the exam. Thus, simply copying this material defeats the purpose of the study sheet. Students who copy such material will be dealt with according to my policy on academic honesty (see below). I will collect the study sheets with the exam. Make-up exams are permitted if you arrange it with me before the exam date. Exams must be written in a bluebook (available for free at the bookstore or Jerrols).

SHORT ESSAYS: There will be six debates from the chapters of Taking Sides (See DEBATES below). Copies of the chapters will be posted on the web the week prior to the debate. Write short essays (they must be no less than 3 pages each, but they may be longer) taking a position on three of the debate questions posed. You may take a Yes or No position, or argue that the correct answer is somewhere in between. If more than three papers are turned in, I will use the three best scores for your grade. YOU MUST TURN IN AT LEAST ONE ESSAY BY OCTOBER 16. A SECOND BY NOVEMBER 6. AND THE LAST ONE BY DECEMBER 4. If you want to get the papers out of the way early, you may turn in papers sooner. For example, You can turn in the papers for the first three debates and be done with your papers by October 30 (you are not allowed to go back to an earlier assignment or jump ahead and turn in assignments due later in the quarter). The essays are due on the day of the debate for each issue. This is the Friday of the week the chapter is assigned, which is the day of the debate. No late papers are accepted. Papers must be written on a computer, not handwritten.

REVISIONS: You may revise your papers for a higher grade, but you must turn in a complete revision that incorporates all the changes I suggest. In other words, it is not acceptable to make just a few editorial revisions, such as fixing grammar and spelling and ignore more substantive changes that are required, such as providing more analysis, evidence, and context. I reserve the right to lower the grade of a paper that makes insignificant changes. Please turn in revisions (with the original graded paper) within 2 weeks of my returning them to you.

To write a good essay, first read the assigned material thoroughly. Like a good debater, you must take a position, develop a thesis, and present a persuasive argument supported by your interpretation of the reading. This is not an exercise in summarizing the essay that you favor. You must also analyze the essay you disagree with and explain what is wrong with its argument. Draw on the textbook, The Unfinished Nation, primary source readings I handout in class (you MUST use this evidence thoroughly in your paper), recommended reading listed at the end of every

chapter, and other print and online sources. Papers will not receive a passing grade unless you use and footnote the evidence from the class handouts. You must use footnotes whether you are directly quoting material or simply paraphrasing it. It is not acceptable to copy a passage of text from a source unless you put it in quotation marks, and this should be done rarely for secondary sources (words written by historians). See the style sheet for guidance on the correct format for footnotes. If you do not know how to footnote or have never used the footnoting function in MS Word, please see me for help. The grade will also account for clarity in writing style and grammar (See the attached Essay Grading Sheet and the style sheet in the syllabus)

KEEP COPIES OF ALL YOUR PAPERS UNTIL YOU RECEIVE YOUR FINAL GRADE.

An "A" paper will make comprehensive use of reading material and offer a sophisticated analysis. A "B" paper usually is weak in one area. A strong argument may have used just a few pieces of evidence, or a paper may use much evidence but only in a descriptive way. A "C" paper usually has some significant flaw. It is likely to offer a conclusion that is contradicted by the evidence or misses a key point.

DEBATES: During the course, we will have six formal debates (See the syllabus section entitled "Debate Instructions" for direction). The basis for these debates will be the reading in Taking Sides. There will be YES and NO teams selected with about three members. The debates will be conducted during your discussion sections on Fridays (see course schedule). The Teaching Assistant will run these sections.

ATTENDANCE AND PARTICIPATION: You are expected to attend all classes and participate regularly in class discussion. More than TWO unexcused absences will adversely affect your participation grade. More than EIGHT absences will assure that you receive an F. If you have an excused absence, you are responsible for emailing me a reminder of the dates of the excused absence. There will be no excused absences for attending your assigned debate day. Failure to attend that day will result in a failing grade for the course

Arguing with the Professor: Arguing, respectfully, with the professor and the TA is highly encouraged. Students often worry that their grade will suffer if they challenge or disagree with the professor's views. This is wrong. Remaining silent will hurt your participation grade far more. Debating me will be rewarded. Winning the argument will get you even more points.

ELECTRONIC DEVICES: Laptop computers, text messages, and calls on cell phones are prohibited

ACADEMIC HONESTY: If you are caught cheating, you will fail the course and the matter will be referred to Student Affairs for disciplinary proceedings. Any work you submit that is plagiarized from another source is considered cheating. Plagiarism includes significant sections of papers and study sheets for exams that are copied from other students and/or where they are copied from sources such as books, magazines, or websites. On papers (but not study sheets), you may quote

sections from such sources, but the passage must be in quotation marks and footnoted.

SPECIAL NEEDS AND DISABILITIES: Students with disabilities who wish to set up academic adjustments in this class should give me a copy of their "Confirmation of Eligibility for Academic Adjustments" from the Disability Support Services Office as soon as possible so we can meet to discuss how the approved adjustments will be implemented in this class. Students with disabilities without this form should contact the Disability Support Services Office, Bouillon 205 or dssrecept@cwu.edu or 963-2171 immediately.

COURSE SCHEDULE

Week 1—September 23-25—Reconstruction and the New South.

Reading: The Unfinished Nation, chapter, 15.

Week 2—September 28-October 2—Industrial Society and City Life.

Reading: The Unfinished Nation, chapters 18-19.

Week 3—October 5-9—American Imperialism.

Reading: The Unfinished Nation, chapter 20.

First Debate from Taking Sides Issue #2. Remember that you must choose to do a paper for either Issue #2 or Issue #3 (you may do both, but you have to do at least one).

If you choose to do Issue #2 it is due October 9. If you choose to write on Issue #3, it is due October 16. The papers are always due the week they are debated in class.

Week 4—October 12-16—Progressivism and World War I

Reading: The Unfinished Nation, chapters 21-23.

Second Debate from Taking Sides Issue #3

Week 5—October 19-23—The Twenties and the Rise of Modern America.

Reading: The Unfinished Nation, chapter 24.

Week 6—October 26-30—The Depression and World War II

Reading: The Unfinished Nation, chapters 25-27.

Third Debate from Taking Sides Issue #9

October 26-27 MIDTERM EXAM (IDs on the first day and the essay on the second).

Week 7—November 2-6—Postwar Affluence and the Cold War.

Reading: The Unfinished Nation, chapter 28-30.

Fourth Debate from Taking Sides Issue #11.

Students must have turned in a second paper by November 6. If you did just one paper on either Issue #2 or 3, you must do a second one on either Issue #9 or 11.

Week 8—November 9-13—Civil Rights.

Reading: The Unfinished Nation, chapter 31.

Fifth Debate from Taking Sides Issue #17

Week 9—November 16-20—The Sixties & Vietnam

Reading: The Unfinished Nation, chapter 32.

Week 10—November 23-27— America in the Seventies

Reading: The Unfinished Nation, chapter 32

Week 11—November 30-December 4—Ending the Cold War

Reading: The Unfinished Nation, chapter, 33.

Sixth Debate from Taking Sides Issue #18

A third paper is due by December 4

FINAL EXAM— December 10, 8-10:00 am.

Essay Grading Sheet
Thomas Wellock

See notes in the margin of the essay for additional comments.

Grading scale: 5=excellent, 4=good, 3=fair, 2=weak, 1=unacceptable.

1) Thesis. Is there a clear thesis that can be proven in the limits of the paper?	5	4	3	2	1
2) Evidence. Is the thesis supported with primary and secondary materials? Does the paper use material from the textbook to provide context?	5	4	3	2	1
3) Footnotes. Does the paper properly credit the sources of information and ideas?	5	4	3	2	1
4) Organization. Does the essay have a clear introduction, body and conclusion? Are the paragraphs well organized with clear transitions?	5	4	3	2	1
5) Style and Editing. Is the paper's language formal, precise and well chosen? Does the essay avoid awkward passages, passive voice, and run-on sentences? Are the spelling, grammar, and punctuation correct?	5	4	3	2	1
6) Analysis. Is there a sophisticated and logical analysis of the evidence in support of the thesis? Does the essay link the sources to wider historical themes?	5	4	3	2	1
7) Comprehensiveness. Does the paper cover the subject in adequate detail and meet or exceed the minimum page requirement?	5	4	3	2	1

Other Comments:

Style Sheet for Writing Papers

Form:

- 1) Papers must be double-spaced.
- 2) Paginate every page.
- 3) Indents are 5 spaces.
- 4) Do not add an extra space between paragraphs.
- 5) Use one-inch margins on all sides.
- 6) A font of 10 or 12 is acceptable.

Style:

- 1) Papers must be free of spelling, punctuation, and grammar mistakes.
 - 2) Book and magazine titles must be underlined or italicized.
 - 3) Verify that the first sentence of each paragraph is a topic sentence, and that each sentence follows logically from the one preceding it.
 - 4) Limit the use of direct quotations to essential passages in primary sources. If the words are powerful or paraphrasing would lose the original meaning, use the quote.
 - 5) Avoid quoting from secondary sources, such as textbooks and other works by historians.
 - 6) Be sparing in your use of block quotes (quotes of more than 40 words set off in block form).
 - 7) Always provide some information or the name of the source of a quote. You should give the reader information that will put a quote in context. For example: As one Civil War veteran said, "War is hell." This tells the reader that the person who said this experienced war first hand and is probably right. If it is important to be more specific because the person is an important figure, include the full name: As General William T. Sherman said, "War is hell."
 - 8) Always footnote sources even when you paraphrase their words. Facts generally found in a very basic encyclopedia do not need to be footnoted.
 - 9) Put the footnote number at the end of the sentence.¹ If the sentence ends with a quotation, put the number outside the quotation marks."² Number each footnote sequentially; if you have ten citations the first one will be given the number 1 and the last will be 10.
 - 10) Spell all numbers less than one hundred and general numbers such as one million.
 - 11) Contractions such as can't or don't are not permitted in formal writing. Use cannot or do not.
 - 12) A comma or period goes inside of quotation marks. For example: "War is hell," not "War is hell",
 - 13) Historians avoid passive voice. There should be a subject carrying out some action at the beginning of the sentence. For example, don't write "Jimmy was given the ball by Billy." Write, "Billy gave the ball to Jimmy."
 - 14) Check your paper for run-on and incomplete sentences.
 - 15) USE THE PAST TENSE.
 - 16) Don't use cliché phrases or slang.
 - 17) Vary your words.
-

- 18) When you cut out part of a quotation in the middle, use ellipses (three periods). For example, "Jimmy . . . ran to the store." Four periods mean that you have eliminated an entire sentence.
- 19) Stay in the third person. Don't write "I think" or "I believe." These phrases are unnecessary and wishy-washy. Be bold. State your opinion forcefully.
- 20) Understand the difference between "then" and "than."

Content:

- 1) Avoid retelling the story. The paper should be analytical.
- 2) These papers do not need excessive background information. Get right to the point and analyze the documents or book.
- 3) Be generous in your use of evidence. The more you have the more convincing your argument will be. Use footnotes in the format shown below.

Footnotes:

You must have a separate footnote for each paragraph and they must be numbered sequentially as shown below. Do not have one general footnote for a book that applies to the whole paper.

¹ Larry Madaras and James M. SoRelle, Taking Sides: Clashing Views in United States History vol. 2 (Dubuque, IA: McGraw Hill, 2007), 37.

² Madaras and Sorelle, 34. Use this short version after you have given one full citation of a source.

³ Thomas Wellock, Lecture Notes, 1 January 2008 (For class handouts, you may simply cite them as Thomas Wellock, Issue #2 Class Handout, 2).

⁴ Pauline Maier and others, Inventing America: A History of the United States Volume II: Since 1865 (New York: W.W. Norton, 2006), 77.

⁵ For a website source, use the following format: Author, "title of document," date of document, name of the larger website in which the document can be found, web address, date the material was accessed online.

Taking Sides Debate Format

Each issue will be debated by a panel of about six students: three "yes" and three "no." Each team member will be responsible for developing one key point for their side. This requires them to read the material in Taking Sides, the primary documents in the class handouts, and additional reading from their own research. Each side will develop a briefing paper that is one page laying out their argument and evidence to be handed out to the class the day before the debate. In making your points, the briefing paper must reference evidence from Taking Sides and the class handout that supports your position.

Opening comments

Other than brief introductions and concluding comments, my job is to keep the discussion on track and make sure that everyone has a equal chance to participate. I will try as much as possible to have you rather than me talk in discussions. I honestly believe, and I hope you agree, that students can learn a lot from one another.

Presentation of Arguments

Each of the two sides of the panel will present the arguments supporting their position. Each person should talk for 3 minutes (but not longer, please). A pro (yes) team member will go first, then a Con (no). I will time the presentations and stop each of you after 3 minutes. Thus, you must prepare, practice, and time what you want to say beforehand. This preparation and practice will help you speak clearly while adhering to the time limit. Yet, it is much better to talk, in conversational style, from prepared notes (like I do in lecture), rather than to read verbatim from a script. If you **talk** (rather than read) it will be easier to listen to you and you will be more engaging and interesting. After all the presentation, each side will have 5 minutes to attack the arguments of the other side. Remember to reference the evidence as much as possible in making your points (history is driven by evidence). The members of the audience will then have an opportunity to do the same. (see below)

The presenters on each side of the issue must get together beforehand to organize and coordinate their presentations. Before they arrive at the discussion, they should split up responsibilities, making sure that their presentations are linked to, while not being redundant with, one another.

Make your presentations **clear, interesting, relevant, engaging, and within the time limit**. Deliver your presentation **to** the audience, making a connection with them (e.g., talk to people, making eye-contact with them). State your argument as clearly and as interestingly as possible within the time limit. The keys are to (1) not be boring! (We have all listened to boring presentations and know how dull they are.) (2) Be knowledgeable and accurate, and (3) be engaging -- get the audience to listen to your presentation. In other words, know what you are talking about and present your knowledge and beliefs in a well-reasoned, interesting, attention-keeping manner. It is often good to ask (perhaps rhetorical) questions that are relevant to everyone. It also often helps to use audio-visual aids. If you plan to do so, set them up before class, so they will be ready during your presentation. -- Obviously, you will need to put some time into preparation of your presentation. If you don't everyone will know, and it is embarrassing.

In preparing for your panel presentation, you need to do research and reading beyond that provided in *Taking Sides*. Bring the work you are citing to class.

The discussions will take the following format which, due to time constraints (that is, 50 minutes per class), will be followed strictly. Note that, because we want to give as many people as possible a chance to participate in each discussion, they will start on time.

Preparation. Everyone (not just the panelists) must read the entire chapter in *Taking Sides* on the issue for that week **before** class (there will be a quiz at the beginning of class) and come prepared to discuss the issue. Your quiz scores and participation in debates when not on a panel each count for 10% of your course grade.

Students who are not members of that week's panel must come to class having filled out the Issue Evaluation Form with at least one question or comment based on the YES reading and at least one based on the NO reading. I will collect them at the end of class, and I will **not** accept them late. These written questions will contribute to your participation grade in the course.

Open Discussion

After the presentations, we should have about half the class time (about 20 minutes) left for discussion, comments, and questions from the class members **NOT** on the panel. To get the discussion going, sometimes I will ask for volunteers to ask questions and/or make comments and sometimes I will call on people. This is where your preparation before class and your written questions come in. I will try (1) give all the non-panelists a chance to participate in discussion each class and (2) give everyone an equal chance to participate throughout the semester when not on the panel.

Please state your discussion point, question, or comment clearly and concisely. Most importantly, be respectful and considerate of your classmates, but don't be afraid to disagree with and critique their positions and arguments. Don't make personal, ad *hominem* attacks on people. Critique the ideas presented, not the person presenting them.

Responses to Questions and Comments

After each question or comment is raised, I will ask others (first non-panelists, then panelists) to follow-up and/or comment on the issue raised. After I think the first issue has been discussed sufficiently, I will ask for a question or critique on the other side of the issue, and so on.

I hope that all members of the panel will be involved in, but **NOT** dominate, the open discussion. Thus, each panelist should try to anticipate questions, weaknesses, flaws, and problems in his/her own position and arguments that might be raised. When you get together beforehand with your team, you should help one another in this preparation.

Debate Panel Grading Criteria

I will use the following evaluation form for grading each team. Students will be graded as a team unless it is clear that a one member did all the work or some member has been irresponsible to the other team members.

Instructor Evaluation Form

Debate Team: _____

Debate Title: _____

For each question, use a scale of 0 to 4, with 0 = poor and 4 = excellent, to indicate your grade for each team.

- | | Grade |
|--|--------------|
| 1. Did the team appear to have done its homework? | _____ |
| 2. Were the students' presentations well organized and effective? | _____ |
| 3. Did they provide empirical evidence to support his/her arguments? | _____ |
| 4. Was the presentation interesting to the class? | _____ |
| 5. Did they use of supporting materials outside of the readings? | _____ |
| 6. Were they perceptive to the weak points on the opposite side? | _____ |
| 7. Did they appear to understand the key points on their side of the debate? | _____ |
| 8. Did they anticipate well questions and/or opposing viewpoints? | _____ |

Overall Team Grade: _____