

# WINTHROP UNIVERSITY

## Department of History Fall 2018

**HIST 212 CRN 13331: United States  
History Since 1877** Course Section: 001  
Credit Hours: 3 205 Kinard  
Monday & Wednesday 9:30-10:45am

**Instructor: Dr. O. Jennifer Dixon-McKnight**

Office Location: 370 Bancroft

Office Hours: Monday/Wednesday 11:00am-12:00pm

Tuesday/Thursday 12:00-1:00pm

Or By Appointment

Email: [dmcknightoj@winthrop.edu](mailto:dmcknightoj@winthrop.edu)

Office Phone: 803-323-3701

---

“Don’t you understand that the past is present; that without what was, nothing is.”

– W. E. B. Du Bois

### The Course

This course is designed to give you an opportunity to explore the American experience from the dawn of the Industrial Revolution through the present. We will approach the material chronologically as we address these major overarching themes: cause and effect over time, shifting meanings of freedom and American identity, social change, political evolution, and activism. These themes come to life through the watershed moments and key individuals at the core of the experience.

The readings for this course are essential to your ability to understand the lectures and participate in discussion. The course readings come from two general categories. The scholarly materials offer you context and background for the various moments that we will cover. The primary documents, news articles, etc. give us an opportunity to explore history through those who experienced it firsthand.

Finally, this course is about certain processes of thinking that that you will practice. By December I expect you to have greater skill in interpreting facts, discerning historical

contexts and marshaling those contexts to analyze change, also continuity, over time. Over the course of the term you will also hone your writing skills.

### **University-Level Competencies (ULCs)**

This is a Constitution and historical perspectives course that contributes to the mastery of the following university-level competencies (ULCs):

#### **Competency 1: Winthrop graduates think critically and solve problems.**

Winthrop University graduates reason logically, evaluate and use evidence, and solve problems. They seek out and assess relevant information from multiple viewpoints to form well-reasoned conclusions. Winthrop graduates consider the full context and consequences of their decisions and continually reexamine their own critical thinking process, including the strengths and weaknesses of their arguments.

#### **Competency 4: Winthrop graduates communicate effectively.**

Winthrop University graduates communicate in a manner appropriate to the subject, occasion, and audience. They create texts – including but not limited to written, oral, and visual presentations – that convey content effectively. Mindful of their voice and the impact of their communication, Winthrop graduates successfully express and exchange ideas.

### **History Department Student Learning Outcomes**

**Student Learning Outcome 1:** History majors demonstrate an ability to comprehend major issues in historiography.

**Student Learning Outcome 3:** History majors demonstrate their understanding of the interconnectedness of the world, past and present, by conducting independent research based on the critical assessment of both primary and secondary sources.

**Student Learning Outcome 4:** History majors communicate effectively core themes, ideas, and subject matter, in both written and oral form.

### **Required Texts**

Foner, Eric. *Give Me Liberty!: An American History*. Vol. 2. Seagull ed. New York: W. W. Norton & Company, 2017.

Lee, Chana Kai. *For Freedom's Sake: The Life of Fannie Lou Hamer*. Urbana: University of Illinois

Press, 1999.

Yeziarska, Anzia. *Bread Givers*. New York: Persea Books, 1925.

### **Attendance/Participation**

You are expected to attend all classes. Maintain consistent participation, read the assigned materials and complete all assignments. You will not be able to fully grasp the topics or be successful in this course if you do not read, do the work and participate. If you are absent, you are responsible for obtaining any pertinent information from the missed session.

There is a participation component of your final grade. To do well in this component of your grade, students should be actively engaged in the learning process: asking and answering good questions and participating in discussions or other in-class activities.

You cannot participate if you are asleep. Do not fall asleep in my class. Sleeping in class will result in a **5-point** deduction from your overall attendance/participation grade.

Be sure to communicate with the professor if an issue arises that affects your participation.

### **Electronic Devices**

Electronic devices (including cell phone) must be silenced or turned off and put away once you enter the classroom, unless otherwise instructed. If you electronic devices are seen other than when we are using them as a class, you will be counted absent.

In addition, any unauthorized use of personal electronic devices – including but not limited to cell phones – during examinations will be considered academic misconduct. I will immediately confiscate the examination of any student caught using such devices. The student will not be permitted to complete the test and the incident will be reported to University authorities.

### **Collegiality**

Many of the topics that we will cover are sensitive. Be respectful of the space, your colleagues, and instructor. We will have open dialogue but we must do so collegially and respectfully.

### **Communication/Blackboard**

Students should check student email accounts daily. Blackboard will be an integral part of this course. You are responsible for any information and/or communication that is posted on Blackboard and/or sent via email. Several of your assigned reading materials will be posted on Blackboard. Any announcements pertaining to this class will be posted on Blackboard and/or sent via email.

## **Late Work Policy**

### **Complete all assignments and exams on time!**

Failure to turn in assignments on the scheduled due date will result in a full letter grade reduction for each day that the assignment is late. No assignment will be accepted later than three days after the assignment is due. Exceptions can be made for extenuating circumstances and will be handled on a case-by-case basis. Documentation will be required. The instructor reserves the right to provide limited feedback on assignments turned in late.

Students are expected to take exams on the scheduled date. Make-up exams will only be allowed if you have proper documentation to explain missing the exam. Rescheduling the make-up exam will be handled on a case-by-case basis.

You must communicate with the instructor about late work/exams on or before the due date of the assignment/date of the exam.

## **Methods of Evaluating Student Performance**

\*In addition to the general guidelines listed below, there will be detailed instructions and rubrics available for all assignments with specific expectations for how those will be graded.

### **Reading Response Assignments – Due Sept. 12 & Nov. 28**

Throughout the course you will complete **two 2-3 page** double-spaced responses papers that are mainly reflective in nature. You will develop a response to a question drawn from an assigned reading.

### **Quizzes – Due Sept. 9, Oct. 14, Oct. 28, & Nov. 18**

You will have four quizzes based on assigned readings and lectures. Quizzes will be completed on Blackboard and consist of 10 objective questions (Multiple Choice, True-False, Fill-in-the-Blank, etc.). Quizzes will cover the assigned readings from the date of the last quiz and up to date of the current quiz. Quizzes are open book/notes but you will only have 30 minutes to complete the quiz. You need to be prepared for the quiz before you begin.

### **Book Review Worksheet – Due Sept. 26**

Students are required to submit a book review worksheet for *Bread Givers*. For further details, see the attached grading rubric and guide.

### **Book Review – Due Oct. 31**

In a well-structured **4-6 page** paper, you will provide a review of *For Freedom's Sake*. Your paper should not be a simple summary of the book. Instead, you must have a clearly articulated discussion of the author's argument(s), how well

the author supports the argument, and general critiques of the work. Your paper must be supported by other scholarly materials and reflect your own analysis. For further detail, see the attached grading rubric and guide.

**Final Exam - Monday, December 10 @ 11:30am**

You will complete a final, to be written in class. About a week before the exam, I will hand out potential essay questions. When you come to class on exam day, I will have selected essays from the handout for you to answer. The point of the exam is not to measure your ability to answer a question cold, but to provide an opportunity for you to ponder central themes in the course and use the readings and lectures as evidence to develop a thoughtful interpretation.

\*Students will submit all papers via [www.turnitin.com](http://www.turnitin.com). Our class ID is **18752348** and our password is **HIST212001**. Your overall paper grade will be reduced by **5 points** if you fail to submit your paper in this manner.

Assignments	Weight
Attendance/Participation	10%
Reading Response Papers	15%
Quizzes	15%
Book Review Worksheet	15%
Book Review	20%
Final	25%
<b>TOTAL</b>	<b>100%</b>

**Grading:**

- A** 93-100 = A **Designates work of superior quality**  
 90-92 = A- Class participation is voluntary, frequent, relevant, and reflects you have both read and thought about the material. Performance on exams is consistently strong; demonstrates complete mastery of facts and concepts. Written work is clear, well organized and thought provoking, and free of grammatical or mechanical errors.
  
- B** 87-89 = B+ **Designates work of high quality**  
 83-86 = B Class participation is voluntary, frequent, and reflects you are keeping up with the assigned materials. Performance on exams is strong; demonstrates mastery of facts and concepts. Written work reflects a good understanding of the issues and concepts. Writing is clear with minimal errors.
  
- C** 77-79 = C+ **Designates work that minimally meets the course requirements**  
 73-76 = C

- 70-72 = C- Class participation is occasional and/or rarely voluntary, with comments that reveal only a superficial grasp of issues and concepts. Performance on exams demonstrates acceptable degree of mastery of facts and concepts. Written work may contain arguments that are confusing, with minimal evidence of organization. Writing is marred by errors.
- D** 67-69 = D+ **Reflects minimal clarity and comprehension**  
 63-66 = D Class participation is minimal, never voluntary, and reveals you have either not read the assigned materials or did not understand the readings. Performance on exams demonstrates minimal mastery of facts and concepts. Written work is confusing, contradictory, repetitive, and/or not supported by either your own ideas or your sources. Writing is marred by errors.  
 60-62 = D-
- F** 0-59 = F **Unsatisfactory performance** along most (or all) measures.

### The "N" Grade and S/U Issues

This semester, the deadline to withdraw from a course with an automatic grade of "N" is **Friday, October 19**. *Students may not withdraw from the course after this date without documenting extenuating circumstances to the Registrar*

## Course Schedule

### Week 1 - Introduction

August 22

**Read:** Syllabus

John Bohnstedt, "Why Study History?"

\*Begin reading *Bread Givers*

### Weeks 2 & 3 - Industrialization

August 27, 29 & September 5

**Read:** *Give Me Liberty* - Chapter 16

Andrew Carnegie, "The Gospel of Wealth"

Philip Foner, "A Second Declaration of Independence"

### Week 4 - Marginalization

September 10 & 12

**Read:** *Give Me Liberty* - Chapter 17

Ida B. Wells, "Crusade for Justice"

## **Week 5 – Progressivism**

September 17 & 19

**Read:** *Give Me Liberty* – Chapter 18

## **Week 6 – World War I**

September 24 & 26

**Read:** *Give Me Liberty* – Chapter 19

Carrie Chapman, “Address to Congress on Women’s Suffrage”

Anzia Yeziarska, *Bread Givers*

## **Week 7 – The Roaring 20s**

October 1 & 3

**Read:** *Give Me Liberty* – Chapter 20

\*Begin reading *For Freedom’s Sake*

## **Week 8 – Great Depression and the New Deal**

October 8 & 10

**Read:** *Give Me Liberty* – Chapter 21

Franklin D. Roosevelt, First Inaugural Address, March 1933

[https://www.gilderlehrman.org/sites/default/files/inline-pdfs/00675\\_FPS\\_0.pdf](https://www.gilderlehrman.org/sites/default/files/inline-pdfs/00675_FPS_0.pdf)

## **Week 9 – WWII & the Homefront at War**

October 15 & 17

**Read:** *Give Me Liberty* – Chapter 22

Franklin D. Roosevelt, “The ‘Four Freedoms’”

<http://docs.fdrlibrary.marist.edu/od4freed.html>

## **Week 10 – Origins of the Long Civil Rights Movement**

October 22 & 24

**Read:** *Give Me Liberty* – pages 893-898

Robert Korstad and Nelson Lichtenstein, "Opportunities Found and Lost"

Preston Valien, "The Brotherhood of Sleeping Car Porters"

### **Week 11 - Black Freedom Movement**

October 29 & 31

**Read:** *Give Me Liberty* - Chapter 25

Malcolm X, "The Ballot or the Bullet"

Chana Kai Lee, *For Freedom's Sake*

### **Week 12 - Vietnam War**

November 5 & 7

**Read:** *Give Me Liberty* - pgs. 1002-1014, 1039-1041

"The Port Huron Statement (1962)

### **Week 13 - 20<sup>th</sup> Century Social Movements**

November 12 & 14

**Read:** *Give Me Liberty* - pgs. 1014-1028

"The National Organization for Women"

### **Week 14 - September 11, 2001 and the Aftermath**

November 19

**Read:** *Give Me Liberty* - pgs. 1105-1135

"Second Inaugural Address of George W. Bush (2005)"

### **Week 15 - The Obamas and American Identity**

November 26 & 28

**Read:** *Give Me Liberty* - pgs. 1136-1154

Video: President Obama's First State of the Union Address (2009)

<https://www.youtube.com/watch?v=vylFK71pV4s>

Peniel E. Joseph, "Barack Obama Forever Changed Black America"

<https://www.theguardian.com/commentisfree/2017/jan/07/barack-obama-forever-changed-black-america>

## **Weeks 16 - Looking back, Moving Forward**

December 3

**Final Exam - Monday, December 10 at 11:30am**

**Study Day - December 4**

## **Additional Information**

### **Students with Disabilities/Need of Accommodations for Access**

Winthrop University is committed to providing access to education. If you have a condition which may adversely impact your ability to access academics and/or campus life, and you require specific accommodations to complete this course, contact the Office of Accessibility (OA) at 803-323-3290, or, [accessibility@winthrop.edu](mailto:accessibility@winthrop.edu), as early as possible to discuss your concerns.

### **Code of Conduct**

Students are expected to abide by the Winthrop Code of Conduct. Follow this link for more details: <https://www.winthrop.edu/studentconduct/>.

This includes academic integrity. Any academic misconduct such as cheating, plagiarism, or any other academic-related infraction is serious. Significant issues with documentation or plagiarism in your assignments will result in a zero.

### **Dacus Library**

Use of Dacus Library will be an integral part of this course. Many of your assigned readings come from JSTOR, one of the library's numerous online databases. Dacus houses a wide array of scholarly materials in print and digital. Not everything can be found online. You will need to actually go to the library for this course. For information call (803) 323-2362 or visit their website (<http://libguides.library.winthrop.edu/dacus>).

### **The Writing Center**

This course is writing intensive. I urge students to utilize the Writing Center to improve your writing skills. The center has staff that can work with you on writing assignments in any discipline and at any phase of your writing process. For information call (803) 323-2138 or visit their website (<https://www.winthrop.edu/writingcenter/>).

**Syllabus Updates**

The syllabus and/or course schedule could change based on the progression of the course. These changes are at the discretion of the instructor; however, students will be notified via in-class announcements, email, and/or blackboard announcements when any changes/additions are made to the syllabus and/or course schedule.