Fayetteville State University  
School of Arts and Sciences  
Department of Government and History  
HIS 212.D1: U. S. History Since 1865  
Spring 2014 Semester

“*All History is Argument*”

### I. LOCATER INFORMATION
Instructor: Dr. Linda D. Tomlinson  
Office Location: 321 JKSA  
Office hours: 10:00-11:30 Tues./Thur.  
1:00-3:30 Monday and Wednesday  
All other times—By Appointment Only  
Office Phone: 910-672-1556  
Email address: ltomlins@uncfsu.edu

<table>
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<tr>
<th>FSU Policy on Electronic Mail:</th>
<th>Fayetteville State University provides to each student, free of charge, an electronic mail account (<a href="mailto:username@uncfsu.edu">username@uncfsu.edu</a>) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at <a href="http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf">http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf</a></th>
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### II. HIS.212 is a survey of American History from the era of Reconstruction to the present.

### III. DISABLED STUDENT SERVICES: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

### IV. TEXTBOOK:

### V. [CORE STUDENT LEARNING OUTCOMES]:
Upon completion of this course, students will be able to:

1. Identify and create hypotheses and research questions. Evaluate subjective evidence. Compare/contrast rival or competing hypotheses.
2. Describe fundamentals of the historical method and display familiarity with major figures in the development of the historical method.

3. Understand the significance of the social sciences and apply knowledge and concepts to daily life. Produce new social science based on independent research and common readings and lectures.

[Course Student Learning Outcomes]

Upon completion of this course, students will be able to:

1. Describe and analyze the political, economic and social factors that impacted the course of Reconstruction after the Civil War (DPI 1, 2, 3; NCATE 2.1; NCSS 2.1; FSU Communication Skills: 1.2, 1.5, 1.6, 1.7; Reasoning Skills Part I-Critical Thinking: 2.1-2.9; Inquiry Skills: 3.5). 

2. Compare and contrast the two stages of Reconstruction (DPI 1,2; NCATE 2.1; NCSS 2.1; FSU Communication Skills: 1.4, 1.5, 1.6, 1.7; Reasoning Skills Part I-Critical Thinking: 2.1-2.9; Inquiry Skills 3.5) 

3. Identify and analyze forces that contribute to the settlement of the frontier West and the destruction of Native American cultures (DPI 1, 3; NCSS 2.1; FSU Communications Skills: 1.4, 1.5, 1.6, 1.7; Reasoning Skills Part I-Critical Thinking: 2.1-2.9; Inquiry Skills 3.5). 

4. Analyze and evaluate the effects of Social Darwinism; determine its impact upon the westward movement and the rise of industry (DPI 1, 3; FSU Communications Skills: 1.4, 1.5, 1.6, 1.7; Reasoning Skills Part I-Critical Thinking 2.1-2.9; Inquiry Skills 3.5). 

5. Distinguish between historical fact and interpretation (DPI 3; NCSS 2.1; FSU Communications Skills: 1.4, 1.5, 1.6, 1.7; Reasoning Skills Part I-Critical Thinking 2.1-2.9; Inquiry Skills 3.5). 

6. Compare the 13th, 14th, and 15th Amendments with major Supreme court cases from 1877 to 1968 (DPI 3; NCSS 2.1; FSU Communications Skills: 1.4, 1.5, 1.6, 1.7; Reasoning Skills Part I-Critical Thinking 2.1-2.9; Inquiry Skills 3.5; Ethics & Civic Engagement 6.1, 6.2) 

7. Evaluate the social, political, and economic transition generated by the Progressive Movement and the Great Depression (DPI 3, 4; NCATE 2.1; NCSS 2.1 FSU Communications Skills: 1.4, 1.5, 1.6, 1.7; Reasoning Skills Part I-Critical Thinking 2.1-2.9; Inquiry Skills 3.5). 

8. Identify and evaluate the major eras, late 19th and 20th century that influenced the course of American history (DPI 1, 2, 4; NCATE 2.1; NCSS 2.1; FSU Communications Skills: 1.4, 1.5, 1.6, 1.7; Reasoning Skills Part I-Critical Thinking 2.1-2.9; Inquiry Skills 3.5; Global Literacy 5.1-5.8)
VI. COURSE REQUIREMENTS AND EVALUATION CRITERIA: This section should indicate how the student’s final grade for the course will be calculated. It must include each of the following:

a. **Pre and Post-Test participation (5%)**. I will take the two scores, add them together and divide by two to get your final score for this assessment.

b. **Online Chapter Discussion Forum Participation (10%)**

c. **Midterm Examination (10%)**. This will be an online essay examination.

d. **Tests (40%)**: You will have a total of four (4) objective online, multiple-choice tests

e. **Social Science Research Activity and short paper (25%)**
   - Annotated Bibliography-10%
   - Argument Essay-15%

f. **Final Exam (10%)**: This examination will be an online exam.

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<tr>
<th>Grading Scale- FSU Catalog</th>
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<tbody>
<tr>
<td>A</td>
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<td>B</td>
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<td>C</td>
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<td>D</td>
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<td>F</td>
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**Policy on Missed or Late Assignments** – If you miss a scheduled Test or Examination, you must present the Instructor with proper documentation for the excused absence. Once documentation has been presented, you will be scheduled to do a make-up for the missed test and/or examination. If you miss the deadline for submitting your major writing essay, you must also present documentation as to why. The instructor will allow you to submit the essay as long as documentation attests to a viable emergency that precluded you submitting your assignment on time. Do not assume late assignments will be graded immediately and they will incur a late penalty (5 points). There will be no extensions for the low-stakes, online chapter summaries. In order to receive the credit for these assignments you must upload them to blackboard by the designated deadlines. These assignments have at least a week lead time and are only one-page in length.

g. **Other- Plagiarism** includes, but is not limited to, copying the language, structure, ideas/and/or thoughts of another, without giving appropriate recognition and/or adopting the same as one’s own work. Avoid using “Wikipedia” in this course! Internet sources must be properly vetted to insure they are credible. Keep in mind: 1) unintentional plagiarism is still plagiarism, and subject to all available sanctions; 2) to avoid plagiarism, note every idea that is not your own to the original source; 3) paraphrasing, or the rewriting of material you read or saw somewhere else, still necessitates a citation to the original source. The ideas or arguments were NOT your own; 4) when in doubt about whether something you wrote needs to be cited to a source, check with your professor; and 5) your professor CAN tell when you are plagiarizing and can
EASILY find the proof. It is better to ask for more time on the assignment than to risk plagiarism.
FSU POLICY ON DISRUPTIVE CLASSROOM BEHAVIOR

The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students, while the faculty member or other students, are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
5. Lower the student’s final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action. Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.
VII. ACADEMIC SUPPORT SERVICES – Site any academic support resources available in this class. Use of SI, Smarthinking, Criterion, University College Learning Center.

VIII. COURSE OUTLINE AND ASSIGNMENT SCHEDULE

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<th>Week Number</th>
<th>Dates</th>
<th>Topic</th>
<th>Assignment/Activity</th>
</tr>
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<tbody>
<tr>
<td>Week 1</td>
<td>Jan. 11-18</td>
<td>Books, Blackboard, etc.</td>
<td>Take Pretest online</td>
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<tr>
<td>Week 2</td>
<td>Jan. 19-25</td>
<td>RECONSTRUCTION</td>
<td>Chapter 16-Discussion Board</td>
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<tr>
<td>Week 3</td>
<td>Jan 16-Feb. 1</td>
<td>INDUSTRIAL CAPITALISM</td>
<td>Chapter 17-Discussion Board</td>
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<tr>
<td>Week 4</td>
<td>Feb 2-8</td>
<td>CULTURAL STRUGGLES</td>
<td>Chapter 18-Discussion Board</td>
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<tr>
<td>Week 5</td>
<td>Feb 9-15</td>
<td>INDUSTRIAL POLITICS</td>
<td>Chapter 19-Discussion Board</td>
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<tr>
<td>Week 6</td>
<td>Feb. 16-22</td>
<td>INDUSTRY/EMPIRE</td>
<td>Chapter 20—Discussion Board</td>
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<tr>
<td>Week 7</td>
<td>Feb. 23-Mar. 1</td>
<td>BODY OF ACTION</td>
<td>Chapter 21—Discussion Board</td>
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<td>Week 8</td>
<td>Mar. 2-8</td>
<td>GLOBAL POWER &amp; WORLD WAR I</td>
<td>Chapter 22—Discussion Board</td>
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<tr>
<td>Week 9</td>
<td>Mar. 9-15</td>
<td>MODERN NATION &amp; THE GREAT DEPRESSION/NEW DEAL</td>
<td>Chapter 23—Discussion Board</td>
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<tr>
<td>Week 10</td>
<td>Mar. 16-22</td>
<td>WORLD WAR II</td>
<td>Chapter 25—Discussion Board/Paper Due</td>
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<td>Week 11</td>
<td>Mar. 23-29</td>
<td>THE COLD WAR</td>
<td>Chapter 26—Discussion Board/Textbook</td>
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<tr>
<td>Week 12</td>
<td>Mar. 30-Apr. 5</td>
<td>CONSUMER SOCIETY</td>
<td>Chapter 27—Discussion Board</td>
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<td>Week 13</td>
<td>Apr. 6-12</td>
<td>LIBERALISM</td>
<td>Chapter 28—Discussion Board</td>
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<td>Week 14</td>
<td>April 13-19</td>
<td>LIVING WITH LESS</td>
<td>Chapter 29—Discussion Board</td>
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<td>Week 15</td>
<td>April 20-26</td>
<td>CONSERVATISM</td>
<td>Chapter 30—Discussion Board</td>
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<tr>
<td>Week 16</td>
<td>April 27-May 2</td>
<td>A NATION TRANSFORMED</td>
<td>Chapter 31—Discussion Board</td>
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IX. TEACHING STRATEGIES

- Collaborative Learning
- Group Projects and Peer Assessment
- Online and Interactive Assignments
- Lectures/Discussions/Multi-media presentations
- Problem-posing and role-playing scenarios